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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023 Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **EDRS Price MF-\$0.65 HC-\$6.58**

Alternate source for obtaining documents. **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in*Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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EC—Exceptional Children	44-48	SO—Social Studies/Social Science Education	124-133
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AC

ED 076 851 AC 014 063
The Educational and Scientific Aid Programme of the Federal Republic of Germany.

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Developing Nations, Economic Development, Educational Programs, *Financial Support, Mass Media, Program Descriptions, Science Education, Technical Assistance

Identifiers—*Federal Republic of Germany

A description is given of the various programs of adult education provided and supported by the Federal Republic of Germany for the benefit of the developing nations. (CK)

ED 076 852 AC 014 296
Rose, Donald Wayne

A Comparative Study of Two Patterns of Cooperative Extension Organization in Colorado and Their Association with Goal Achievement, Job Satisfaction and Clientele Satisfaction.

Pub Date Jun 71

Note—201p.; Ph.D. dissertation, University of Utah

Available from—University Microfilms, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Doctoral Theses, Economic Factors, Educational Programs, Extension Agents, *Extension Education, *Goal Orientation, *Job Satisfaction, *Organization, Rating Scales, Social Factors, Surveys

A study was undertaken to provide information about whether goal achievement, job satisfaction and clientele satisfaction tended to be associated with the individual county pattern of organization or with the newer multi-county area pattern of organization. Four multi-county areas were compared with individual counties matched according to social, economic, and other factors. Population for the study consisted of extension field staff and a random sample of Extension clientele. Job satisfaction and clientele satisfaction were surveyed by means of the Brayfield-Rothe job satisfaction index and a clientele satisfaction scale. Job satisfaction was analyzed by means of multivariate analysis of variance. Goal achievement, goal awareness, and clientele satisfaction were analyzed by a T test. Findings included: (1) Multi-county area organization is largely accepted as a successful pattern of organization by both

field staff and their clientele; (2) Field staff working in multi-county areas score significantly higher in job satisfaction than do field staff working in individual counties; (3) Extension clientele are aware of 70% of the high priority programs conducted by the extension service during the preceeding year; and (4) There is a positive correlation between expression of job satisfaction by field staff and their rating of goal achievement. (Author/CK)

ED 076 853 AC 014 301

Snider, John C. Schroeder, Wayne L.

Microville: A Simulation-Gaming Device Design to Instruct Leaders of Adult Education in the Community-Wide Program Development Process.

Pub Date Feb 72

Note—31p.

Available from—John Charles Snider, Colorado State Univ. (No price quoted)

Document Not Available from EDRS.

Descriptors—Adult Education Programs, *Adult Educators, Community Programs, Decision Making, *Educational Games, Instructional Materials, Leadership Training, *Models, *Program Development, *Simulation, Training Techniques

Identifiers—*Microville

Microville is a simulation-game device which has proven its usefulness as a functional instructional instrument in the field of adult education. This study of Microville is concerned with the effectiveness and efficiency with which such a device might instruct adult education to analyze the program concept and to make those decisions which would bring about the optimal development of adult education programs. The instructional model used has five key components: philosophy, needs and wants, objectives, implementation, and evaluation. The appropriateness, specifications, and strategy of the instructional model are presented. (CK)

ED 076 854 AC 014 357

Csoka, Louis S.

A Validation of the Contingency Model Approach to Leadership Experience and Training.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.; Office of Naval Research, Washington, D.C.

Report No—AD-754-439; TR-72-32

Pub Date Feb 72

Note—22p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 439, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Leaders, *Leadership Training, Military Personnel, *Military Training, *Program Effectiveness, Staff Improvement, Supervisors, *Task Performance, Technical Reports

The study is a validation of the hypothesis supported by a previous study that leadership training and experience may be viewed as altering the favorableness of the leadership situation. This means that training and experience will improve the performance of some leaders, while decreasing that of others. In the field artillery study, it was found that low LPC leaders showed better performance than high LPC leaders in favorable situations. In other words, training was detrimental actually improves self-confidence and reduces situations, trained and experienced high LPC leaders performed better, while in unfavorable situations, low LPC leaders with little training and experience performed better. The present study, involving 58 naval aviation maintenance supervisors from Whidbey Island Naval Air Station supports the earlier findings in a field artillery study. (Author)

ED 076 855 AC 014 358

A Project to Determine the Employability of Epileptics. Final Report.

EPI-HAB Phoenix, Inc., Ariz.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—PB-214-225

Pub Date May 71

Note—29p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 225, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Demonstration Projects, *Epilepsy, Job Training, Manpower Utilization, *Physically Handicapped, Program Descriptions, Sheltered Workshops, *Skilled Workers, *Vocational Rehabilitation

Identifiers—*Employability

A demonstration project (1958-1961) was conducted to establish that a self-sustaining workshop for epileptics can maintain itself competitively and be a viable rehabilitative setting for the epileptic midway between one employable in private industry and one employable only in a sheltered workshop. An EPI-HAB project in Phoenix, Arizona, successfully employed 140 epileptics. Significant findings were: high equality epileptic workmanship can be achieved through proper training; proper training actually improves self-confidence and reduces seizures; entrance

6 Document Resumes

into private industry is most assured when initiated by epileptic. Abundant financial tables and time lost data substantiate the project's conclusions. (Author)

ED 076 856 AC 014 359

Fugill, John W. K.

Task Difficulty and Task Aptitude Benchmark Scales for the Mechanical and Electronics Career Fields.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AD-754-848; AFHRL-TR-72-40

Pub Date Apr 72

Note—41p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 848, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Electronic Technicians, *Job Skills, *Mechanical Skills, *Military Personnel, Military Training, Post Secondary Education, *Task Performance, Technical Reports, Test Construction

Identifiers—*United States Air Force

An exploratory study examined the feasibility of constructing benchmark scales on the dimensions of Air Force Task difficulty and task aptitude for tasks in Air Force mechanical and electronics job areas. It was determined that small numbers of work supervisors and behavioral scientists can achieve high interrater agreement on the dimensions of task difficulty and task aptitude, respectively. Assuming consistently high correlations between work supervisors' judgments of difficulty and behavioral scientists' judgments of aptitude, task aptitude requirements may be inferred directly from task difficulty values as designated by work supervisors in the field. (Author)

ED 076 857 AC 014 360

Guinn, Nancy And Others

Important Factors in Motivating AFOTC (Air Force Reserve Officer Training Corps) Officer Personnel in a Zero-Draft Environment.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AD-754-965; AFHRL-TR-72-22

Pub Date Mar 72

Note—21p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 965, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, Manpower Development, *Military Training, *Motivation, *Officer Personnel, Post Secondary Education, Recruitment, Technical Reports, *Volunteers, Young Adults

Identifiers—*United States Air Force

As the armed forces move toward a volunteer force, it becomes necessary to identify procurement and retention strategies which will be effective in maintaining viable force levels. A representative sample of AFOTC advanced cadets were surveyed to determine the effect of certain incentives on volunteerism, to identify AFOTC cadet attitudes toward a military assignment, and to evaluate the effect of certain aspects of military life on career decision. Results indicate that choice of career field and pay comparable to civilian earning capacity had the most influence in attracting volunteer officers, although negligible differences in officer quality were found between incentives. (Author)

ED 076 858 AC 014 367

Miller, Robert E.

Development and Standardization of the Air Force Officer Qualifying Test Form L.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AD-754-849; AFHRL-TR-72-47

Pub Date May 72

Note—14p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 849, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude Tests, *Flight Training, Leadership Qualities, Military Training, *Navigation, *Officer Personnel, Standardized Tests, Technical Reports, *Test Construction

In accordance with the normal replacement cycle, a new form of the Air Force Officer Qualifying Test (AFOQT) was developed for implemen-

tation in Fiscal Year 1972. The new form is designated Form L. It resembles other recent forms in type of content, organization, and norming strategy. Like other forms, it yields pilot, navigation-technical, Officer quality, verbal, and quantitative composite scores for operational use. Standardization involved the use of the Project TALENT battery in a way which permits relating AFOQT scores to Air Force Academy candidates and to 12th grade males in the Project TALENT national survey. Form L differs from earlier forms by the introduction of Digitex answer sheets and by a slight shortening which does not reduce the total amount of elicited scorable behavior. Some new validation for flying training criteria are presented. (Author)

ED 076 859 AC 014 370

Shore, C. Wayne Marion, Rodger

Suitability of Using Common Selection Test Standards for Negro and White Airmen.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AD-754-846; AFHRL-TR-72-53

Pub Date May 72

Note—17p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-754 846, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Admission Criteria, *Aptitude Tests, *Enlisted Men, Job Skills, Military Personnel, *Personnel Selection, Predictor Variables, *Race, Technical Reports

The effectiveness and equity of applying uniform selection standards to both black and white Air Force enlistees was investigated by regression analyses. For both racial groups, the relationship between the Air Force selection test (Airman Qualifying Examination) as the predictor and a measure of job knowledge (Specialty Knowledge Test as the criterion was compared for airmen belonging to one of 16 promotion groups. Results are reported where criterion scores were underpredicted by the selection test, where there were racial differences in the regression lines, and in instances of differences where criterion scores were overpredicted by the common regression lines. (Author)

ED 076 860 AC 014 371

Shushan, Robert D.

Coordination of Workshops for the Mentally Retarded in a Metropolitan and Suburban Area.

Exceptional Children's Foundation, Los Angeles, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—PB-214-585; SRS-RD-1561

Pub Date Jan 72

Note—188p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 585, MF \$0.95, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Demonstration Projects, Followup Studies, Job Training, *Mentally Handicapped, *Placement, Program Administration, *Program Coordination, Program Descriptions, *Sheltered Workshops, *Vocational Rehabilitation

A demonstration project was conducted to determine the programmatic, economic, and administrative advantages of a coordinated system of sheltered workshops strategically located in a metropolitan and suburban area which placed 51 (15 percent) out of 330 trainees. Thirty-eight were placed in either competitive or on-the-job training programs. Nine were placed in sheltered workshops, and four in special trade schools. At the close of the project, a survey was made of the number of persons who had maintained their jobs, returned to production and rehabilitation (PAR) workshops, or had gone to the care and supervision of their families. The project included three workshops. (Author)

ED 076 861 AC 014 373

Program IMPACT: Community Service and Continuing Education, Higher Education Act of 1965 - Title I, South Carolina Fiscal Year 1972, Annual Report.

South Carolina Univ., Columbia. Office of Regional Campuses.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Univ. Programs.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Annual Reports, *College Cooperation, *Community Service Programs, Financial Support, Higher Education, *Job Training, *State Programs, Vocational Education, Youth Programs
Identifiers—*Program IMPACT, South Carolina Community Service and Continuing Education activities carried out by higher educational institutions in South Carolina under Title I of the Higher Education Act of 1965, Program IMPACT, are reported for Fiscal Year 1972. The 11 projects funded in FY 1972 are listed as to title, name of person submitting the proposal and their institution, amount funded, and objectives of the project, under the following categories: Youth Opportunity, Education, Employment, Governments, Transportation, and Recreation. Fourteen projects completed in 1972 are listed with project title, the university at which the project was carried out, director(s) of the project, federal and matching funds expended, and brief descriptions of the projects. Other sections of the report are: Financing, Anatomy of Title I, Community Priorities, Institutional Eligibility, Participating Institutions 1966-72, Community Problem Funding Areas, Federal Funding and Number of Proposals Submitted and Funded 1970-1972, Program Progress, State Agency Recommendations, and The Advisory Council for Fiscal Year 1973. (DB)

ED 076 862 AC 014 374

Mezirow, Jack

Educating Adults in Family Planning.

World Education, Inc., New York, N.Y.

Pub Date Sep 72

Note—9p.; A Rationale and a Strategy for Developing Countries
Journal Cit—World Education Issues; n1 Sep 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Communication Problems, *Developing Nations, *Family Planning, National Programs, Periodicals, Population Education, *Program Development, *Teaching Methods

The concept of adult education for family planning is examined, and a strategy for program development in developing nations is suggested. Experience suggests that learning in groups is generally the most effective means for changing attitudes and behavior, but the skills necessary for participation in learning groups outside family and neighborhood structures are rare in traditional societies. Because of the gap between understanding the need to change and actual behavioral change, educators must create learning experiences and atmosphere in which people will want to learn and change their attitudes and practices in family planning. Subtle methods in programming and communication must be used because of the special problems of family planning education. Learners must perceive the problem for themselves and feel that they can solve the problem through their own choices. The logical method of developing a program for family planning education is by introducing it into the existing adult education structure. This method has several advantages—local teachers and trainers are accepted and are apt to have influence; linkage with other educational programs is beneficial for family planning education; participants are likely to be young adults receptive to new ideas; and outsiders are more effective when their teaching competence is recognized. World Education supports the idea of creating program development centers within national universities or interagency bodies. (KM)

ED 076 863 AC 014 375

National Advisory Council on Extension and Continuing Education, Pursuant to Public Law 89-329, Sixth Annual Report. Message from the President of the United States Transmitting the Sixth Annual Report of the National Advisory Council on Extension and Continuing Education; Ninety-Second Congress, Second Session.

National Advisory Council on Extension and Continuing Education.

Report No.—H-Doc-92-335

Pub Date 3 Aug 72

Note—119p.; Message and accompanying paper referred to the Committee on Education and Labor

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, *Community Service Programs, Educational Legislation, Federal Legislation, Federal Programs, *Higher Education, Post Secondary Education, Program Administration, Program Effectiveness, *Program Evaluation

This report presents the results of a comprehensive study of federally supported programs of extension, continuing education, and community service. The scope of the Council's activities was broadened to include, in addition to Title I activities, 142 other relevant Federal programs. Major recommendations include: (1) the establishment of knowledge receiving and transferring networks at State, national, and local levels to form a cohesive system for the identification of problems and for the organization of research and transfer of knowledge; (2) the establishment of a division of continuing education into which current community service and continuing education programs can be placed; (3) the use of the proposed division as a liaison between institutions and agencies and person within the government; (4) appropriations for the support of the State-grant program of community service and continuing education under Title I; (5) that each agency assume responsibility for the development of evaluation standards and procedures for higher continuing education programs and for the dissemination of evaluation results; (6) that the Office of Management and Budget study program fund matching ratios, program overhead rates, program accounting, and other related regulations and develop appropriate remedies; and (7) the enactment of a Higher Continuing Education Act of 1972 and the amendment of Title I of the Higher Education Act. (KM)

ED 076 864 AC 014 376

Educational Benefits Available for Returning Vietnam Era Veterans; Hearings Before the Subcommittee on Readjustment, Education, and Employment of the Committee on Veterans' Affairs, United States Senate, Ninety-Second Congress, Second Session, Part 1.

Congress of the U.S., Washington, D.C. Senate Committee on Veterans' Affairs.

Pub Date 23 Mar 72

Note—564p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$3.75)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Adult Vocational Education, *Educational Legislation, Employment Programs, *Federal Aid, *Federal Legislation, Financial Support, Higher Education, Publications, *Tuition Grants, Veterans, *Veterans Education, Vocational Rehabilitation

The following bills, or amendments thereto, were included in presentations before the Subcommittee on Readjustment, Education, and Employment concerning educational benefits for Vietnam era veterans: (1) S 2161, to increase allowances for veterans; (2) S 740, to make improvements in vocational rehabilitation and educational programs; (3) S 1776, to provide equitable treatment of veterans enrolled in vocational education courses; (4) S 1918, to provide additional educational benefits to veterans who served in Indochina; (5) S 2063, for advance educational assistance payments to veterans accepted at a college; (6) S 2091, for additional readjustment assistance to veterans through employment counseling; (7) S 2163, for special assistance allowances; (8) S 2660, for equality of treatment for married female veterans; (9) S 2666, for special advisory and counseling assistance to veterans at institutions of higher education and to authorize a trial program to aid veterans with academic deficiencies to gain entrance to institutions of higher education; (10) S 2744, for better inservice education and training programs for members of the armed forces, for additional opportunities for veterans, and for better job training and placement for veterans; (11) S 3059, for increased rates for educational assistance and allowances and for advance payments to certain veterans; and (12) S 3146 and 3345, to increase vocational rehabilitation payments. (KM)

ED 076 865 AC 014 377

McCoy, Vivian Rogers

An Exploratory Study of the College for High School Program of the Extramural Independent Study Center of the University of Kansas.

Pub Date Apr 72

Note—149p; Master of Science in Education, University of Kansas

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Accelerated Courses, Administrator Attitudes, Admission Criteria, Advanced Programs, *College Credits, *Correspondence Courses, *Independent Study, Masters Theses, *Secondary Grades, Student Attitudes

The experience of 37 students enrolled in a program to earn college credit while at high school through independent, correspondence study was examined. Two questionnaires, one for students and the other for their sponsoring principals and counselors, were mailed to 37 students and 39 counselors and principals to determine their evaluation of the program, opinions about appropriate admissions requirements, motivation, grades earned in the next college courses for which the program prepared the students, and other factors. All but one of the counselors and principals responded, and 29 students responded. Relevant data from Center files were analyzed as well as questionnaire responses. Among the results were the following: (1) students were primarily college-bound; (2) approximately 35 percent completed the course; (3) most principals and counselors favored dropping the requirements of placement in the upper half of the class and GPA of B+ or above favored retaining principal or counselor recommendation; (4) most completers took the course on an overload basis with no specially assigned study area, and the noncompleters reported the best school support. (KM)

ED 076 866 AC 014 378

Byerley, Maxine And Others

Factors Which Influence the Four-H Membership Status of the Ninth and Tenth Grade Girls in Bradley County, Tennessee. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Jun 72

Note—47p; Extension Study No. 40; S.C. 831

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Research, *Enrollment Influences, *Girls Clubs, Grade 9, Grade 10, *Parent Influence, Statistical Data, *Youth Clubs

Identifiers—Bradley County, *Four H Clubs, Tennessee

The problem of decreasing enrollment among Senior 4-H Youth in Bradley County, Tennessee was studied. Data were collected from 208 ninth and tenth grade home economics classes. The data were classified into two groups: (1) girls who were 4-H club members at the time of the interview, and (2) girls who had been but were not in 4-H in 1970. The purpose was to determine the relation between the 4-H membership status and selected factors concerning personal and family characteristics, interests, and participation in youth organizations and 4-H activities and events. Forty-two variables were identified and used as a basis for comparing 4-H members and dropouts. Contingency tables were used to show the relationships, and chi square statistical analysis was made to show the significance level of relations identified. Seventeen major findings are reported. These findings showed that 4-H membership status was not significantly related to ages of the girls when data were collected, place of residence, age when first joined 4-H, school grade received most frequently and girls dating patterns. Family characteristics not significantly related to 4-H membership status were: parents marital status; annual family income; fathers' educational levels; fathers' occupations; mothers' employment outside the home, and mothers' attitudes toward 4-H. On the average, a higher percentage of the members than the dropouts felt that each 4-H event and activity should continue to receive about the same emphasis as at the time of the study, and there was a tendency for a higher percentage of the 4-H members than dropouts to know how to perform each of the 21 selected tasks. (Author/DB)

ED 076 867 AC 014 379

Griffin, Anthony C. And Others

Some Factors Influencing Dairy Practice Adoption by Grade A Milk Producers in Selected Tennessee Counties. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Mar 73

Note—45p; Extension Study No. 39; S. C. 833

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Agricultural Production, *Agricultural Skills, Animal Science, *Dairymen, *Farm Management, Livestock, *Rural Extension, Surveys, Technical Reports

A study was conducted to determine the relationships between Grade A dairy producers' milk production levels and size of herd and their use of 21 milk production practices recommended by the University of Tennessee. The population consisted of 405 Grade A dairymen in 42 Tennessee counties. The extension agent in each county interviewed 10 or more dairymen. The 21 recommended milk production practices were classified into groups—herd management, breeding management, forage feeding, and concentrate feeding. Milk production levels were significantly related to 14 of the 21 recommended milk production practices. A significantly greater proportion of the producers in the high than in the low milk production group were using each of the 14 recommended practices. Size of herd was significantly related to 8 of the recommended practices. Size of herd was significantly related to only one group, herd management. Level of milk production was significantly related to the total number of recommended practices used. Size of herd was not significantly related to the total number of recommended practices used. (Author/KM)

ED 076 868 AC 014 380

Nichols, Joe F. And Others

Influence of Selected Factors on Level of 4-H Participation by Seventh, Eighth and Ninth Grade Boys and Girls in Bledsoe County, Tennessee. A Research Summary of a Graduate Study.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Pub Date Mar 73

Note—32p; Extension Study No. 42; S. C. 832

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Extension Education, Family Influence, Performance Factors, Rural Extension, Student Characteristics, *Student Participation, Surveys, Technical Reports, *Youth Clubs

This study was concerned with the problem of decreasing 4-H members at the junior high level. Data were collected from 289 seventh, eighth, and ninth graders in interviews. Data were classified into two groups according to the level of participation in 14 4-H events and activities; there were 173 high participants and 116 low participants. The purpose was to determine the relationship between level of participation and personal characteristics, leisure time activities, attitudes, and family characteristics. Major findings included: (1) level of participation was significantly related to sex—girls had higher participation than boys; (2) participation was higher among those who were active in several clubs; (3) participation was greater among children who joined 4-H at an earlier age and school grade; (4) a higher participation level was achieved by those with definite plans to attend college; (5) participation was higher among those who received visits from extension agents; (6) participation was higher among those who spent the most time listening to the radio; (7) participation was greater among those whose mothers worked outside the home; (8) participation level was significantly related to father's and mother's education; and (9) high participants were more likely to be nonfarm residents. (Author/KM)

ED 076 869 AC 014 381

Continuing Education of Women. Report of a Seminar (Toronto, Canada, March 1, 2, 3, 1973).

Canadian Association for Adult Education, Toronto (Ontario).

Pub Date Mar 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Conference Reports, *Continuous Learning, *Educational Needs, Females, Feminism, *Low Income Groups, Post Secondary Education, Seminars, *Womens Education, Working Women

Identifiers—*Canada

A report of a Seminar on Continuing Education of Women, held in March 1973 for Canadian women, is provided. The seminar was held to explore key issues in continuing education of women and to give guidelines to the Canadian Association for Adult Education (CAAE) as to

relevant action that could be taken by the association. The contents of the report concern the following topics: Counseling, Funding, Power, Changes, Low Income Woman, Transitional Woman, Action Recommended, Action Suggested, Seminar Tones, List of Participants, Appendix A--Summaries, Appendix B--Thoughts, Selected Bibliography, Appendix C--Educational Package, and Summary Sheet. (DB)

ED 076 870 AC 014 382
Program Performance 1971 Expanded Food and Nutrition Program.

Department of Agriculture, Washington, D. C. Extension Service.
Pub Date May 71

Note--62p.; Originally prepared by Synectics Corp., Allison Park, Pennsylvania

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Community Role, Data Collection, Extension Agents, *Homemaking Education, Indigenous Personnel, *Low Income Groups, *Nutrition Instruction, *Program Evaluation, *Youth Programs

General conclusions and recommendations resulting from a second in-depth evaluation of the Expanded Food and Nutrition Education Program of the Cooperative Extension Service, conducted 1 April 1970 through 31 March 1971, are presented. Evaluation data were collected from Extension personnel associated with the program and from local and state Extension personnel in 10 states. General conclusions, which are discussed in detail in the report, were: (1) nutrition education objectives are being met, but greater precision is required; (2) the program promotes improved nutrition related practices; (3) the Extension Service and its use of indigenous aides are appropriate and effective in nutrition education of low-income families; (4) agents are dedicated in the program role, but their capabilities are increasingly stressed; (5) there is real opportunity for a surge of leadership at higher levels of program management; (6) the program continues to reach the target family population; (7) the link between homemaker and youth efforts should be strengthened; (8) interpretation of objectives and methodological restrictions impede effectiveness of youth activities; (9) reasonable progress has been made in establishing the program within the total community setting; and (10) the need for remedial actions has grown; increasing Extension Service awareness of program weaknesses is a promising sign. (DB)

ED 076 871 AC 014 383
NewGate Model.

National Council on Crime and Delinquency, Hackensack, N.J. NewGate Resource Center.
Note--10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Administrator Guides, Adult Counseling, *Adult Education Programs, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, *Higher Education, Prisoners, Program Guides, Program Planning

A guide is provided for establishing a college-level education program for inmates of correctional institutions based on the NewGate concept. Necessary first steps are evaluation of current facilities, selection of the sponsoring agency, and selection of the student body. Guidelines for student selection deal with application procedure, record search, sentence, testing, academic requirements, selection committees, and contractual agreement. Guidelines for the program within the prison concern academic offerings, student organization, NewGate educational facilities, academic standards, stipends, therapy/counseling, and pre-release screening. Guidelines for the program outside the prison deal with an education release facility (student release), an education release facility (parole and discharge), therapy/counseling, big brother program concept, academic and financial planning, financial aid, employment services, and standards for retention. (KM)

ED 076 872 AC 014 384
Mannis, Laurence S.

Application of the Navy Average Grade Model to the Naval Underwater Systems Center.

Naval Underwater Systems Center, Newport, R.I.
Report No--TM-MALL-4138-73

Pub Date 6 Mar 73

Note--30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Employment Projections, Employment Qualifications, Linear Programming, Management, *Manpower Needs, *Military Personnel, *Models, *Prediction, Program Planning, Statistical Data, Technical Reports

Forecasts for manpower requirements by NUSC for fiscal years 1973 and 1974 were made using a linear regression model of the goal programming variety. An application of one of the Charnes, Cooper, Niehaus career management models for manpower planning was then made to evaluate the consequences of the policy reducing average GS grade to 9.35 while attempting to meet these forecasted requirements. Estimation of model parameters and evaluation of subsequent output indicated the following: (1) Imposition of the 9.35 average GS grade requirements will seriously affect planned policies relating to NUSC's staffing structure; and (2) A most significant result of this study is that the structure of the Marki Markoff decision model, relating to a population that is smaller than usual, results in apparent statistical validity. It should provide a useful tool for many manpower studies at NUSC in the future. (Author)

ED 076 873 AC 014 385

Aday, Lu Ann

The Utilization of Health Services: Indices and Correlates. A Research Bibliography 1972.

Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Report No--DREW-HSM-73-3003

Pub Date Dec 72

Note--112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Abstracts, *Annotated Bibliographies, Classification, Health Programs, *Health Services, Indexes (Locators), *Literature Reviews, Prediction

Through a comprehensive critical review of the empirical literature on health services utilization, there has been developed: (1) a classification of health services utilization, (2) a list of operational indices commonly used to measure each type of use, (3) a summary of the most powerful predictors of various types of use, and (4) a numbered bibliography with an abstract of each of the articles reviewed. (Author/CK)

ED 076 874 AC 014 386

Katz, Sidney And Others

Effects of Continued Care: A Study of Chronic Illness in the Home.

Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Report No--DHEW-Pub-HSM-73-3010

Pub Date Dec 72

Note--178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Classification, *Health Services, Home Visits, Medicine, *Program Effectiveness, Program Evaluation, *Social Factors, *Special Health Problems, Technical Reports, Theories

This study of chronic illness in the home originates in theoretical and practical questions posed by physicians, nurses, and biometricians. The study covers the following elements: The research plan, the patient sample, providing continued care, interviewing, classification of disease and mental status, effect of treatment program, classification of social factors, and interpretations. (7) Methods include statistical methods, evaluation schedule, and intake and outcome variables. (CK)

ED 076 875 AC 014 387

Andersen, Ronald And Others

Health Service Use. National Trends and Variations - 1953-1971.

Public Health Service (DHEW), Bethesda, Md. National Center for Health Services Research and Development.

Report No--DHEW-Pub-HSM-73-3004

Pub Date Oct 72

Note--61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Comparative Analysis, Disadvantaged Groups, Equalization Aid, Federal Government, *Health Services, *Low Income Groups, Medicine, *National Norms, Public Policy, *Resource Allocations, Technical Reports, *Trend Analysis

Highlights concerning the major policy issues affecting the distribution of health services in the United States are presented. Findings which support the view that the United States is attaining equalization of health care opportunity include: (1) The gap between the percentage of low and high income people seeing a physician during the year narrowed considerably between 1963 and 1970; (2) Once they see a physician, low income people average more visits than those of higher income; (3) The lowest income people are almost twice as likely to be admitted to a hospital as those with the highest incomes in 1970; and (4) Although non-whites and central city residents have longer lengths of stay once they are admitted to the hospital, their admission rates were still lower than for the rest of the population in 1970. It is concluded that while great improvements in health care for disadvantaged groups have occurred over the last 10 to 20 years, these groups are still not equal to the remainder of the population. (Author/CK)

ED 076 876 AC 014 388

Viederman, Stephen

Population Education: School and Nonschool. A Status Report.

Population Council, New York, N.Y.

Pub Date 25 Apr 73

Note--13p.; Paper presented at National Conference of Association of Population Libraries and Information Centers (6th, New Orleans, Louisiana, April 25, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Adult Education Programs, Community Education, Continuous Learning, Demography, *Developing Nations, International Programs, Literacy Education, *National Programs, Organization, *Population Education, *Program Development, Speeches

Identifiers--Asia, Latin America, South America
The concept of population education has recently been broadened to include educational programs throughout formal and nonformal education settings. The scope and emphasis of population education is discussed, and a schematic matrix is presented for analyzing and planning the content of population education programs. The current status of school and nonschool population education in the developing nations of Asia, Latin and South America, and, to a lesser extent, Africa, is discussed. The two categories of nonschool population education programs, literacy education and community education, are examined. Needs and responses necessary for effective population education are also discussed. (For related document, see AC 014 389.) (KM)

ED 076 877 AC 014 389

Viederman, Stephen

Population Education: School and Nonschool.

Population Council, New York, N.Y.

Pub Date Mar 73

Note--12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Adult Education Programs, Community Education, Continuous Learning, Demography, *Developing Nations, Estimated Costs, International Programs, Literacy Education, *National Programs, Organization, *Population Education, Program Descriptions, *Program Development

Identifiers--Asia, Latin America, South America, UNESCO

Population education is the term used to describe the efforts of the educational system to make children, youth and adults aware of population changes and their consequences, so that they may, as individuals and as members of society, make informed population-related decisions. The entire range of educational institutions within a country--both school and nonschool--are involved in principle. Primary attention should be directed to the development of programs at the national or subnational level. Some regional and global activities are suggested in support of these programs. It is estimated that between \$20 and \$25 million will be needed during the next five years for the initiation and institutionalization of school and nonschool programs and supporting regional and global activities. At the end of the program development phase, estimated at five years, the need for special funds from external donors for population education programs will decline as the programs are integrated into the educational system. (For related document, see AC 014 388.) (Author)

ED 076 878 AC 014 390

Carter, G. L., Jr.
Continuing Education for the Professional.
 Pub Date 24 Mar 73
 Note—17p; Speech given before the Academic Staff Association, University College, Dublin, March 24, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Continuous Learning, *Curriculum Design, *Professional Continuing Education, Professional Education, Relevance (Education), Speeches, *University Extension

Identifiers—*Competency Based Education

University education for the practicing or aspiring professional-practitioner should be considered the beginning or extension of lifelong learning, a continuing educational requirement. University Extension programming at the University of Wisconsin covers a wide range of professional, farming, and other areas. Efforts are underway to redesign curricula on a more relevant basis than that of the logic of the structure of knowledge, the typical organizing structure. Curricula at the Minnesota Metropolitan State College and at the Kellogg Agricultural Extension Center of University College, Dublin, are competency-based. Students qualify for a degree by demonstrating their competence in five areas. (KM)

ED 076 879 AC 014 391

Sussman, Marvin B.
New Careers and Agencies: Views from the Top. Rehabilitation Occupations for the Disadvantaged and Advantaged. Working Paper No. 3.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date Mar 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Adult Development, Career Change, Disadvantaged Groups, *Manpower Utilization, *Rehabilitation Centers, *Social Services, *Subprofessionals, Technical Reports, *Vocational Rehabilitation

A study was conducted to examine the utilization of paraprofessionals in rehabilitation and social service agencies. Data were obtained through interviews with the directors of 46 public and private rehabilitation and social service agencies. The two types of agencies were compared on 9 sets of variables: manpower, funding, interorganizational linkages, recruitment, hiring practices, community linkages, client population, adequacy of services, and use of paraprofessionals. Results are tabulated and described. The structure and functioning of 23 rehabilitation and 17 social service agencies were then examined to determine the influence such characteristics might have on the agencies' utilization of paraprofessionals. One year later, agency directors were contacted again by mail questionnaire and telephone. Directors generally viewed paraprofessionals as lacking educational credentials; few were aware of the New Career model emphasizing empathy, "indigenous" background, and the ability to learn on the job. Less than half the agencies do not utilize paraprofessionals, but little adherence to the New Careers model was evidenced by those who do employ them. Supervision and control does not encourage these workers to use their special skills. The followup survey indicated little change in the use of paraprofessionals. (KM)

ED 076 880 AC 014 392

Swedish Ministry of Education Press Communiqué (Government Bill 1973:54).

Ministry of Education, Stockholm (Sweden).

Pub Date 16 Mar 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Education Programs, Developed Nations, Educational Finance, *Educational Legislation, Educational Television, *Foreign Countries, Post Secondary Education

Identifiers—*Sweden

These four Swedish press communiqués describe government bills relevant to education. The matters covered in the bills include government funding of adult education programs, TV

teaching, the copying of copyrighted materials for schools, an overall plan for post-secondary education, and educational grants to adults. (KM)

ED 076 881 AC 014 393

Lowry, Sheldon G.
Committees...A Key to Group Leadership. North Central Regional Extension Publication No. 18. NCRS -- 5 Leadership Series No. 1.

North Central Rural Sociology Committee.

Spons Agency—Farm Foundation, Chicago, Ill.

Report No—Pub-18

Pub Date 65

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, Adult Leaders, Bulletins, *Committees, Coordination, Extension Education, *Leaders Guides, *Leadership Training, Organization

This bulletin, the first in a series on leadership, is a guide for leaders of organizations, to the nature and operation of committees. Contributions and advantages of committees are enumerated, and types of committees are described. Guidelines are given for selecting a committee, instructing it, committee operation, and acting on a committee report. A sample committee instruction sheet and four annotated references are also provided. (KM)

ED 076 882 AC 014 394

Kolakowski, David A.
Construction of a Self-Instructional Course for the Resources Management System. Research, Development, Test and Evaluation, Navy.

Computer Sciences Corp., Silver Spring, Md.; Naval Training Equipment Center, Orlando, Fla.

Report No—NAVTRAEQUIPCEN-72-C-0030-1

Pub Date Dec 72

Note—96p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-756 719, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Programs, Costs, Course Descriptions, Job Analysis, *Job Training, *Management Education, *Programmed Instruction, Resources, Systems Analysis

A self-instructional course to train cost center managers to work within the Resources Management System (RMS) was needed to implement this new system under the Research, Development, Test and Evaluation, Navy appropriation. To develop this course a system approach was taken. The following characteristics resulted from the systems approach to the development of the training package: (1) it presents all aspects of the new RMS; (2) it allows each cost center manager to proceed through the training at his own pace; (3) it contains sufficient feedback and reinforcement to assure the cost center manager's ability to apply the RMS; (4) it contains motivational elements which will increase the likelihood that the cost center manager will choose to apply the RMS. (Author)

ED 076 883 AC 014 395

Ceurvels, Warren S., Ed.
Career Education Bibliography. A Selected Listing of Abstracts from the National Multimedia Center for Basic Education.

Montclair State Coll., Upper Montclair, N.J.

Adult Continuing Education Center.

Pub Date 73

Note—57p.

Available from—Adult Continuing Education Center, Montclair State College, Upper Montclair, New Jersey 07043 (\$2.80)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Adult Basic Education, Adult Education Programs, *Annotated Bibliographies, *Career Education, Career Opportunities, Career Planning, Instructional Materials, Resource Materials, Textbooks

This annotated bibliography is a selected listing from the collection of the National Multimedia Center for Basic Education. It includes teacher-support and student-use texts, workbooks, classroom kits, references sources, guidance and counseling aids, testing and appraising materials, special guides to job opportunities, career organizations and job behavior, curriculum plans, and resource directories. The bibliography is divided into two sections—teacher use materials and student use materials. Abstracts and curricular information in the form of index terms are provided. (KM)

ED 076 884 AC 014 396

Apps, Jerold W.
How to Improve Adult Education in Your Church.

Pub Date 72

Note—110p.

Available from—Augsburg Publishing House, 426 South Fifth Street, Minneapolis, Minnesota 55415 (\$2.95)

Document Not Available from EDRS.

Descriptors—Adult Characteristics, *Adult Education Programs, *Adult Learning, Audiovisual Aids, *Churches, Educational Objectives, Guides, *Program Administration, *Program Development, Resource Materials, Teaching Methods

Ways in which a church can plan and carry out an adult education program are discussed in this book. Chapters deal with: (1) the church and adult education; (2) problems in developing church adult education programs—confused priorities, avoidance of controversy, dependency, communication problems, lack of meaningful study, and inadequate resources, poorly trained pastors, and lay leaders; (3) the adult learner; (4) important adult education basics—purpose of adult education, poor image, guidelines for adult learning; (5) developing adult education objectives; (6) providing learning opportunities (teaching methods); (7) learning as inquiry—films and filmstrips, folk music, resource persons, printed material; (8) solving problems and acquiring content; (9) evaluating adult education programs; (10) discussing controversial issues; and (11) selecting and training volunteers. (KM)

ED 076 885 AC 014 397

Gran, James R.

A One-Year Follow-Up Study of the Thirty-Seven Graduates Class of 1972 of the Jackson County Adult Evening High School Completion Program.

Jackson County Adult Evening High School Program, Maquoketa, Iowa.

Pub Date Jun 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Adult Students, Evening Programs, *Followup Studies, Graduate Surveys, *High Schools, *Program Effectiveness, Student Attitudes, *Student Opinion, Technical Reports

A one-year followup study of the graduates of the Jackson County Adult Evening High School Completion Program was conducted. Thirty-seven mail questionnaires were sent, and followup requests were mailed to non-respondents. A total of 34 (91.89%) graduates responded. Among the conclusions reached are the following: (1) ages ranged from 18 to 51, with an average of 29; (2) the vast majority remain in the same geographical area, at least for one year after graduation; (3) nearly half experienced a job change or promotion; 62% of those reported that it was directly or indirectly related to the adult program; (4) more than half reported benefits other than financial ones; (5) nearly all would recommend the program to other non-graduates; (6) all but four felt the amount of work required for graduation was about the right amount; (7) all rated the quality of instruction as good or better; and (8) nearly half indicated that all required and elective subjects were helpful. Recommendations on the basis of this and earlier one- and four-year followup studies are made. The questionnaire and cover letters are appended. (KM)

ED 076 886 AC 014 398

Program IMPACT; Community Service and Continuing Education Under Title I of the Higher Education Act of 1965. Seventh Annual Report.

Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Univ. Programs; Tennessee Univ., Knoxville. Inst. for Public Service.

Pub Date 15 May 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Annual Reports, Colleges, *Community Programs, Financial Support, *Higher Education, Program Administration, Universities

Identifiers—*Program IMPACT

The seventh annual report of the community program, Program IMPACT, is presented. The following subjects are covered: national purpose, continuing education, community education, program administration, general developments, par-

10 Document Resumes

tipating colleges and universities, and financial aspects. Conclusions are given. (CK)

ED 076 887 AC 014 400
Recommendations for Developing the Retired Senior Volunteer Program.

Kramer (Leo), Inc., Washington, D.C.; Older Americans Volunteer Programs, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Jun 71

Note—402p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Wash., D. C. 20402 (No. 5600-0001, \$3.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Community Organizations, *Community Services, Financial Support, *Older Adults, *Program Development, Program Evaluation, Public Relations, Recruitment, Retirement, Senior Citizens, Standards, Supervision, *Volunteers

Identifiers—*Retired Senior Volunteer Program, RSVP

The Retired Senior Volunteer Program was established to help older Americans avail themselves of opportunities for voluntary service in their communities. Aspects of the program covered in this report include: administration, financing, program development, organization, Standards, recruitment, training and supervision of volunteers, resource development, public relations, and program evaluation. (CK)

ED 076 888 AC 014 401
Cost-Benefit Study of the Foster Grandparent Program, FOSTER GRANDPARENT PROGRAM, ACTION.

Booz, Allen Public Administration Services, Inc., Washington, D.C.

Pub Date 1 Jun 72

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adopted Children, *Cost Effectiveness, Economically Disadvantaged, Federal Programs, Financial Needs, *Foster Family, *Grandparents, *Low Income Groups, *Older Adults, Program Administration, Tables (Data), Technical Reports

Identifiers—FGP, *Foster Grandparent Program

The Foster Grandparent Program (FGP) focuses on three objectives: (1) To provide low-income elderly persons with an opportunity to participate in their community, (2) To provide financial assistance to low-income elderly persons, and (3) To provide social, psychological, and educational benefits to children with developmental disabilities. Cost-benefit analysis applied to this program was limited to five categories: (1) Federal administrative costs, (2) grantee administrative cost, (3) delegate administrative costs, (4) host institution administrative costs, and (5) project operating costs. Parts of the program that need improvement include: (1) delivery mechanisms and administering agencies, (2) program regulations, and (3) program administration and operation. (CK)

ED 076 889 AC 014 402
Kreitlow, Burton W.
Adult Basic Education - An Improvement Evaluation.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date Nov 72

Note—324p.

Available from—Indiana State Department of Public Instruction, Indianapolis, Indiana (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Educational Needs, Educational Objectives, *Program Evaluation, *Program Improvement, *State Programs, Technical Reports

Identifiers—*Indiana

A report on the direction of improvement for a state system of adult basic education (ABE) is presented. The following aspects of the education program are discussed: need for improvement, plan for an improvement evaluation, objectives of ABE, and analysis and interpretation of 19 ABE in the state. (CK)

ED 076 890 AC 014 403
Bembridge, T. J.
Extension in a Rhodesian Purchase Land Area.

Pub Date 72

Note—10p.; Masters Thesis, University of Reading, England

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Agricultural Occupations, Agricultural Personnel, *Changing Attitudes, *Developing Nations, *Extension Education, Financial Support, Information Sources, Psychological Studies, Questionnaires, Social Change, Social Factors, *Surveys, Technological Advancement

Identifiers—*Rhodesia

A study is presented which assesses agricultural production in a Purchase Land area over a seven-year period and tries to identify certain socio-psychological and other variables which might be acting as constraints on farming behavior in terms of change. A survey was conducted of the whole population of 198 resident farm families; it included six questionnaires. Subjects covered included agricultural production and farm information, mass media contact, personal and family characteristics, social participation, extension contact, media exposure, farm practice adoption and farmers' opinions on farming and extension. The investigation confirmed that exposure to all sources of information correlated with farmer efficiency. Data analysis indicates that sound technology and well-organized extension and educational efforts coupled with financial assistance will increase farmer response to extension. (Author/CK)

ED 076 891 AC 014 404
Papers of the Rural Community Development Seminar: Focus on Iowa.

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Economic Development.

Pub Date May 72

Note—395p.; Rural Development Special Series

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Agriculture, *Community Development, *Economic Factors, Food Processing Occupations, Health Services, Objectives, Political Issues, Public Policy, *Rural Development, *Seminars, *Social Change

A seminar was conducted which provides a foundation upon which research, education, and action programs might be based as a state university brings its programs to focus more fully on the economic and social problems of rural areas. Papers presented covered the following subjects: objectives of community development, trends related to rural areas, rural industrialization, political ideology, economic attachment to agriculture, public policy, food processing industries, social change, population redistribution, distribution of physicians, adaption of local and regional government, natural resource use, recreational development, national development, modern living, economically disadvantaged, labor markets, and growth trends. (CK)

CG

ED 076 892 CG 006 933
Poli, Rosario, Comp.
Student Evaluation.

Ohio Education Association, Columbus. Association Referral Information Service.

Pub Date 170

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Evaluation, Evaluation Methods, Evaluation Needs, Evaluation Techniques, Evaluative Thinking, *Grades (Scholastic), Measurement, School Environment, Student Attitudes, *Student Evaluation, Student Reaction, *Students

This annotated bibliography is one of twelve prepared during the summer of 1970. Although the volume is not intended to be a thorough review of the literature, the recent publications and operating programs included in this bibliography are designed to help school personnel begin their inquiries and complete their day-to-day responsibilities. Materials included cover a wide range of subject areas and grades, reflecting the concerns of all educators with the challenge of student evaluation; most writers agree that if we must continue to use group average grades we should at least be aware of the personal and academic consequences. Bibliography entries examine such topics as changes in the grading system, pass/fail high school courses and college

admission, the effects of increased home-school contact on performance and attitudes, self-evaluation, a guide for evaluating student composition, early identification of educationally high potential and high risk children, and a comprehensive evaluation and reporting system for kindergarten and primary grades. (Author/SES)

ED 076 893 CG 006 938

Van Coevering, Virginia

Developmental Tasks of Widowhood for the Aging Woman.

Pub Date 5 Sep 71

Note—15p.; Paper presented at the American Psychological Association convention (Washington, D.C. September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Services, Death, *Females, *Geriatrics, Human Relations, Interpersonal Relationship, *Mental Health, *Mental Health Programs, *Older Adults, Research Reviews (Publications), Senior Citizens, Sex (Characteristics)

Identifiers—Widows

The paper examines that phenomenon of widowhood, which has become a natural attribute of a woman's old age because of her greater life expectancy when compared with her husband. Researchers have discovered that, although problems of widowhood have attracted little serious inquiry, one of every five women who face conjugal bereavement need outside help to return to a state of physical and mental well-being. New patterns of health care for this ever-increasing number of women include "widow-to-widow programs" wherein trained widow aides give direct help to the recently bereaved, voluntary organizations sponsored by religious orders, and widow consultation services provided by private and government agencies. The author feels that further scientific inquiry is needed to identify those variables associated with high morale and those which correlate with low life satisfaction following bereavement. References are included. (Author/SES)

ED 076 894 CG 006 950

The Scope of Community Mental Health Consultation and Education.

National Inst. of Mental Health, Rockville, Md.

Report No.—PHS-2169

Pub Date 71

Note—37p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Consultant Programs, *Community Health, *Community Health Services, Community Services, Consultants, Consultation Programs, Health Education, Health Programs, *Mental Health, Mental Health Clinics, *Mental Health Programs, Program Descriptions, Publications

This document explains what community consultation and education is, what it does, and how it works; its concern with the prevention of mental illness and the promotion of mental health is examined. More specifically, the document is designed to cast a spotlight upon the preventative and educative services which community mental health centers are pledged to develop. It is also intended to provide center staff and trainees with a concise view of the scope of community mental health consultation and education. Mental health consultation is defined and explored in light of consultation tasks, priorities in the establishment of consultation, authority and power in consultation, the training of consultants, and the recording and evaluation of consultation. The section on mental health education includes training for professional mental health specialists, mental health education for community service personnel and for the lay public, and training of mental health educators. References are included. (Author)

ED 076 895 CG 007 071

Westwood, Marv And Others

Helping Relationships Across Professions: A New Look at Social Work.

Pub Date Jun 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Helping Relationship, *Professional Personnel, Professional Training, Research Projects, *Role Theory, *Social Services, *Social Workers

Identifiers—Carkhuff Bereson Model

As a member of a significant helping profession, the Social Worker is engaged in relationship activities not unlike those of the counselor of guidance worker. The present study set out to investigate certain performance aspects demonstrated to be important to the level of relationship functioning in the social work field. Specifically the research project set out to examine three different but related areas of social worker functioning: (1) Employing the Carkhuff-Bereson model of helper effectiveness, five population samples were assessed on the 'helper' index of discrimination and communication; (2) An experimental study involving Social Service trainees was designed to investigate several dimensions hypothesized to relate to variables for counselor effectiveness; and (3) The third phase of the investigation was to determine the efficacy of incorporating a Human Relations Training program as an integral part of their regular training program in an attempt to increase level of functioning in the variables outlined above. (Author/CJ)

ED 076 896 CG 007 113

Hritzuk, John Taylor, Lorne
A Relationship Between Field-Dependency-Independence and Set: A Western and Soviet View.
Calgary Univ. (Alberta). Dept. of Educational Psychology.

Pub Date [70]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Haptic Perception, *Performance Factors, *Relationship, *Secondary School Students, Testing, Visual Perception

Students were classed as field dependent or field independent using Witkin's Rod and Frame and the Embedded Figures Test. In addition, each of the 269 grade 8 subjects performed Uznadze's set tasks. The number of trials required for excitation and extinction in the haptic and visual modality were noted. The field-dependent-independent groups, based on each test, were compared with their ability to excite and extinguish a set. A Chi-square was used to test statistical significance. It was found that the field dependent and field independent groups differed in their ability to extinguish a set but not to excite a set. The differences were interpreted as supporting Witkin's hypothesis involving "Einstellung". (Author)

ED 076 897 CG 007 285

Pedriani, D. T. Pedriani, Bonnie C.

Projection: A Bibliography.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Bibliographies, *Projective Tests, *Psychological Patterns, *Psychology

Sigmund Freud and his associates did much clinical work with the dynamic of projection, especially with regard to paranoid symptoms and syndromes. Much experimental work has also been done with projection. Sears evaluated the results of some of those studies. Murstein and Pryer sub-classified projection and reviewed typical studies. The bibliography lists research with projection between the late 1920's and the middle 1960's. There are many uses of the word "projection". As a Freudian dynamic or mechanism, however, it is in the unconscious ego and related to displeasure, threat, or anxiety. Many of the studies presented in this bibliography attempt to deal with projection as a Freudian conceptualization. (Author)

ED 076 898 CG 007 458

Pedriani, D. T. Pedriani, Bonnie C.

Fixation: A Bibliography.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Bibliographies, *Psychiatry, *Psychological Patterns, Reinforcement, Research Reviews (Publications), Response Mode, *Stimuli

Fixation and regression were considered complementary by Freud. You tend to regress to a point of fixation. They are both opposed to progression. In the general area, Anna Freud has written (The Ego and the Mechanisms of Defence. London: Hogarth and the Psycho-Analytic Institute, 1937). Sears has evaluated (Survey of Objective Studies of Psychoanalytic Concepts.

New York: Social Science Research Council, Bull. No. 51, 1943; and Experimental analysis of psychoanalytic phenomena. In Hunt, J. McV. (Ed.), Vol. I. Personality and the Behavior Disorders. New York: Ronald, 1944), and Yates has evaluated (Frustration and Conflict. New York: Wiley, 1962). Fixation is difficult to research directly in humans. This bibliography includes investigations between the middle 1930's and the early 1960's. (Author)

ED 076 899 CG 007 933

Finn, Peter Platt, Judith

Alcohol and Alcohol Safety: A Curriculum Manual for Junior High Level. Volume I of II.
National Highway Traffic Safety Administration (DOT), Washington, D. C.; National Inst. of Alcohol Abuse and Alcoholism (NIMH), Rockville, Md.

Report No.—DOT-HS-800-709

Pub Date Sep 72

Note—300p.; Prepared under contract by Abt Associates, Inc., Human Development Div., Cambridge, Mass.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Alcohol Education, *Curriculum Development, *Curriculum Guides, Instruction, *Instructional Aids, Junior High Schools, *Junior High School Students, Secondary School Teachers

This manual is the second in a series of Alcohol and Alcohol Safety Curriculum Manuals for use by primary and secondary school teachers and curriculum developers. It is geared to the junior high level, grades seven through nine. The objective of the manual is to promote responsible decisions about alcohol use that leads to responsible behaviors with regard to alcohol use. Emphasis has been placed on driver and pedestrian safety, since drinking alcohol often begins in junior high school at the same time as students begin to anxiously await getting their driver's permit or license. The manual can be used in a number of ways: teachers and school departments can use the manual to develop their own curriculum outlines; schools, state departments of education, and health agencies can use the manual to conduct community workshops; the manual can be adapted to treat specific alcohol topics in depth. The collection of over 200 detailed classroom activities for grades seven through nine are designed to achieve a variety of objectives. For other documents in this series see ED 072382 and ED 072 383. (Author/SES)

ED 076 900 CG 007 962

Montor, Karel

A Comparison of Brain Wave Patterns of High and Low Grade Point Average Students During Rest, Problem Solving, and Stress Situations.

Pub Date 73

Note—89p.; Doctoral dissertation, University of Maryland

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analog Computers, Anxiety, *College Students, Digital Computers, Doctoral Theses, *Electroencephalography, *Grade Point Average, High Achievers, Low Achievers, *Problem Solving, Scientific Research, *Situational Tests, Statistical Analysis, Student Characteristics, Student Research

Identifiers—Brain Wave Patterns

The purpose of this study was to compare brain wave patterns produced by high and low grade point average students, while they were resting, solving problems, and subjected to stress situations. The study involved senior midshipmen at the United States Naval Academy. The high group was comprised of those whose cumulative grade point average was between 3.50 and 4.00. The low group was comprised of those whose grade point cumulative average was between 2.00 and 2.25. Instrumentation included a Grass model 79C electroencephalograph, analog/digital filters, digital clocks, digital counters, and an eight channel oscilloscope. Treatment means were evaluated using a repeated measures design and a simple analysis of variance. The following conclusions were reached: (1) There were differences in brain wave patterns, depending whether the subjects were resting, solving problems, or under stress; and (2) The data did not support the hypothesis that high and low grade point average students would have differing brain wave pat-

terns. Several suggestions are made as to areas for future research, and implications of the study are discussed. (Author/LAA)

ED 076 901 CG 007 993

An Index: School Health Policies and Concepts.

Florida State Dept. of Education, Tallahassee.

Pub Date May 72

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Health Personnel, *Health Services, *Indexes (Locators), Pupil Personnel Services, Reference Materials, *School Health Services, School Nurses, *School Policy, State Agencies, State Legislation, State Programs, Students, Student Welfare

Identifiers—Florida

This index is a compilation of school health policies and concepts recommended by Florida's School Health Medical Advisory Committee from 1958 through May, 1972. The goal of school health programs K-12 is to reflect sound health and educational practices designed to protect, maintain, and improve the health of the school child. Each of these policies is outlined in detail, including statement of the problem, action taken by the committee on that problem, effective date, and any follow-up decisions or action taken by the committee. Appendices include position statements on particular issues, forms for student medical examinations and records, as well as resolutions and recommendations from various associations concerned with child health. Persons who should find this information helpful are school administrators and supervisors, physicians, dentists, and nurses serving the schools, school board members, and voluntary agency personnel. (Author/SES)

ED 076 902 CG 007 997

Das, Ajit K.

The Effect of T-Group Experience on Participant's Level of Personal Functioning.

Minnesota Univ., Duluth.

Pub Date Apr 73

Note—5p.; Paper presented at the American Personnel and Guidance regional convention (St. Louis, Missouri April 15-19, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Counseling Instructional Programs, Counselor Attitudes, Counselor Educators, Counselor Performance, Counselors, *Counselor Training, Personal Growth, Research Projects, *Sensitivity Training, Students, *T Groups

The study was designed to determine the effect of T-group experience on an individual's perceived level of personal functioning. An experimental group of eight counselor trainees, who received a T-group experience for an academic quarter, was compared with a control group of eight students, comparable in age and experience who were enrolled in a university extension class in psychology of personality. Pre and post measures of personal functioning were obtained using a self-anchoring scale. The mean gain scores showed a statistically significant difference in favor of the experimental group. Results indicate that (1) a T-group with personal growth orientation seems to have a positive impact on the personal functioning of participants, and (2) traditional methods of instruction do not appear to have any positive effect on students' level of personal functioning. References are included. (Author/SES)

ED 076 903 CG 007 998

Deci, Edward L.

Intrinsic Motivation.

Rochester Univ., N. Y. Management Research Center.

Pub Date Mar 73

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Behavior Development, *Behavior Theories, *Individual Psychology, *Motivation, Motivation Techniques, Needs, *Research Reviews (Publications), Research Utilization, *Self Actualization, Self Concept

Identifiers—Intrinsic Motivation

The paper draws together a wide variety of research which relates to the topic of intrinsic motivation; intrinsically motivated activities are defined as those which a person does for no apparent reward except the activity itself or the feelings which result from the activity. Most of this research was not originally reported within

the framework for intrinsic motivation, but the paper reinterprets the work within that framework. Several approaches which may account for intrinsically motivated behavior are considered: (1) drive naming; (2) optimal incongruity and optimal arousal; (3) reduction of uncertainty; and (4) competence and self-determination. The paper discusses, compares, and to some extent integrates these four approaches. The report is a first step in bringing together the laboratory work in the basics of intrinsic motivation with the industrial efforts to design jobs so that they contain potential for greater intrinsic motivation for the job holder. Extensive references are included. (Author/SES)

ED 076 904 CG 007 999

Deci, Edward L. And Others

Sex Differences, Positive Feedback and Intrinsic Motivation.

Rochester Univ., N. Y. Management Research Center.

Pub Date May 73

Note—14p.; Paper presented at the Eastern Psychological Association Convention (Washington, D.C. May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Feedback, Females, *Individual Power, Males, *Motivation, Motivation Techniques, Needs, Performance, Positive Reinforcement, *Reinforcement, Research Projects, Rewards, *Self Concept, *Sex Differences, Social Attitudes, Social Reinforcement

The paper presents two experiments which test the "change in feelings of competence and self-determination" proposition of cognitive evaluation theory. This proposition states that when a person receives feedback about his performance on an intrinsically motivated activity this information will affect his sense of competence and self-determination, thereby affecting his intrinsic motivation. Results of the experiments, performed with undergraduate students, indicate that positive verbal reinforcements decreased intrinsic motivation for females while they increased it for males, and that negative feedback decreased intrinsic motivation presumably by weakening the subject's feelings of competence and self-determination. These data, as well as other related studies, suggest that the traditional widespread use of external rewards and controls has had unintended, negative consequences on motivation and performance. This implies that we should begin to consider intrinsic motivation more carefully and structure reward and control systems which will be less likely to interfere with intrinsic motivation. (Author/SES)

ED 076 905 CG 008 010

Schultz, Charles D.

Vocational Preference Inventory Response Patterns of College of Education Freshmen Women.

Missouri Univ., Columbia. Coll. of Education.

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Theories, Career Planning, *College Freshmen, Decision Making, Education Majors, Environment, Environmental Influences, Females, Measurement Techniques, *Occupational Choice, Occupational Clusters, Occupational Guidance, *Occupational Tests, Personality Theories, Schools of Education, Student Testing, *Teacher Education, Teaching, Tests, *Vocational Interests

Identifiers—Vocational Preference Inventory

This study assessed the differences in Vocational Preference Inventory (VPI) scoring patterns among various expected teaching majors for freshmen women enrolled in a required College of Education course designed to aid in their vocational decision-making as it relates to a professional teaching career. The theoretical basis for the VPI centers around the individual's personality type and its interaction with the environment from which various predictions can be made concerning specific vocational decisions. The report concluded that using a four to six point classification appears to discriminate better between various teaching majors than does the use of a one to three point classification and that the establishment of local VPI classifications by teaching majors appears to be preferable to relying solely upon Holland's classification. (Author/LAA)

ED 076 906 CG 008 011

The Climate for Change: Factors that Foster Adaptability Within the School.

Social Studies Development Center, Bloomington, Ind.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Curriculum Development, Economic Disadvantage, *Educational Innovation, *Educational Planning, Elementary Schools, Organization, *Organizational Change, Organizational Climate, Racial Discrimination, Relevance (Education), School Organization, *Schools, Secondary Schools, Sex Discrimination, *Social Change, Social Problems, Social Values, Teachers

Previously faced with the problem of curriculum reform, elementary and secondary schools now must deal with the deeper social problems of poverty, racial discrimination, sexism, and relevance. Since the survival of many schools hinges on their adaptability, they will require procedures for studying ways of responding to change and of evaluating proposals for action. Yet, many pressures bear on the school systems, making reform a slow process. This report analyzes characteristics that make an organization flexible or capable of coping with change and suggests some elements that might be used in fashioning a strategy for dealing with change in schools. While stressing the importance of the school culture as a determinant of school conditions, the report offers suggestions for strengthening or improving the culture through collective action by teachers and principals and through a conscious plan for dealing with change in the school. (Author/LAA)

ED 076 907 CG 008 012

Trimble, W. Eugene

The Effect of a Self-Evaluation Environment on Growth in Self-Perception.

Pub Date Jul 73

Note—134p.; Doctoral dissertation, Walden Univ., Naples, Florida

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Athletes, Doctoral Theses, Individual Development, Junior High School Students, Males, Personality Assessment, *Personality Change, Personality Tests, *Physical Development, Physical Education, Physical Fitness, *Self Concept, Self Concept Tests, Self Esteem, *Self Evaluation

Identifiers—California Psychological Inventory, National Physical Fitness Test

The problem was to evaluate the self-concept differences revealed in the personality profiles of underdeveloped junior high school boys who had been participating in a special non-competitive program of physical education. Five subproblems were explored. The underdeveloped boys were compared with junior high athletes for personality differences. A random sample of the undeveloped boys received additional verbal encouragement from the instructor to see if further personality changes were evident. Results indicate that allowing physically underdeveloped boys to participate in an environment using self-based evaluation standards rather than competitively based standards contributed to gains in emotional security and sense of personal worth. The recommendations of the study are that further research be conducted in the area of self-evaluation uses in more standard academic curricular subjects which may lend themselves to self-evaluation. (Author/LAA)

ED 076 908 CG 008 014

Williamson, R. J.

Career Guidance in Career Education Model IV.

Mountain-Plains Education and Economic Program, Inc., Glasgow Air Base, Mont.

Pub Date 10 Feb 73

Note—13p.; Paper presented at the American Personnel and Guidance Association Convention (San Diego, California February 9-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, *Career Planning, Careers, Disadvantaged Environment, *Disadvantaged Groups, Disadvantaged Youth, Guidance Centers, Guidance Programs, *Models, *Occupational Guidance, Program Descriptions, Rural Areas, Rural Environment,

Rural Family, Self Concept, Vocational Adjustment, *Vocational Development

The paper gives a brief overview of the National Institute of Education's Fourth Model for Career Education, a residential model operated by a non-profit corporation for rural disadvantaged families. The model consists of three operational units: Career Guidance-Youth, Career Guidance-Adult, and Work Experience Education. The Youth element of the program, which became operational in June of 1973, is not covered in the paper. The adult program element uses a systems approach to attain its six objectives. Three courses—Awareness, Exploration, and World-of-Work have been designed and individualized guidance materials developed, so that the product outcome is an adult participant who has developed a personalized career plan. The work experience education program consists of three units in Career Exploration, Skill Validation, and Cooperative Preparation. A major effort of the program is its measuring and verifying that the participant practices those personal attitudes essential for employment and advance. (Author/SES)

ED 076 909 CG 008 015

Wright, George N. And Others

Who Are the Tough Rehabilitation Cases?

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Measurement, *Measurement Instruments, Measurement Techniques, *Predictive Measurement, Program Descriptions, *Rehabilitation, Rehabilitation Centers, *Rehabilitation Counseling, *Rehabilitation Programs, Tests

Identifiers—Handicap Problems Inventory, Rehabilitation Gain Scale, Rehabilitation Need and Status Scale

This paper describes methods developed by the University of Wisconsin Regional Rehabilitation Research Institute (UW-RRRI) to help identify difficult and challenging rehabilitation cases before services begin. Several scales are described in the paper; the first, the Handicap Problems Inventory, a forerunner to UW-RRRI measurements, is published by Purdue Test Publication and is the best single predictor of case difficulty. It also helps to evaluate the degree of disability impact and to select issues for counseling. The Rehabilitation Gain Scale measures the vocational and extravocational impact of rehabilitation services on clients; administering the scale as acceptance provides a diagnostic measure of rehabilitation potential and case feasibility. The Rehabilitation Need and Status Scale measures a client's rehabilitation-related functioning before, during or after services and helps assess his unmet needs and how to satisfy them. The authors feel that advance knowledge of difficult cases should help practitioners and administrators program for these clients and provide them with more effective services. References are included. (Author/SES)

ED 076 910 CG 008 017

Research Annotated Bibliography.

Toronto Board of Education (Ontario). Research Dept.

Pub Date [72]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Educational Innovation, *Educational Research, Research Utilization, Urban Areas, *Urban Education, Urban Immigration, *Urban Schools, Urban Youth

Identifiers—Canada, Toronto

These annotated bibliographies published by the Toronto, Canada Board of Education list research conducted in 1971 and 1972. The annotations cover such topics as student's background and its relationship to class and program in school; West Indian immigrants in the Toronto schools, an experimental Montessori program for inner-city preschool children, use of media for communicating research information, the effect of a developmental English program on student's reading ability, and use of television in the schools. Additional bibliographies for 1968, 1969, and 1970 are included in the ERIC system under ED 062239, ED 061136, and ED 061135 respectively. (SES)

ED 076 911 CG 008 038

Coutts, Larry M. Schneider, Frank W.
Visual Behavior in a Nonfocused Dyadic Interaction as a Function of Sex and Distance.

Pub Date May 73

Note—19p.; Paper presented at the Midwestern Psychological Association convention (Chicago, Illinois, May 10-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Eye Movements, *Interaction, *Perception, Physical Characteristics, *Sex Differences, Time Perspective, *Visual Stimuli

The visual interaction of two strangers in a nonfocused situation (waiting room) was investigated. Amount of visual interaction decreased across time and with the increasing proximity of the interactants. Neither the sex composition of the dyad nor the sex of the looker was a significant source of variance. However, females received more glances than males. In addition, when interaction distance was close, the gaze direction of subjects within opposite-sex dyads was positively related, while for same-sex dyads it was negatively related. Attention was drawn to the differences in the patterns of visual behavior which occur in focused and nonfocused interactions. (Author)

ED 076 912 CG 008 049

Fugita, Stephen And Others
Black-White Differences in Nonverbal Behavior in an Interview Setting.

Pub Date May 73

Note—21p.; Paper presented at the Midwestern Psychological Association convention (Chicago, Illinois, May 10-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Caucasians, College Students, *Communication (Thought Transfer), Individual Differences, Interviews, Negroes, *Nonverbal Communication, *Racial Differences, Speeches

The vast majority of research on nonverbal behavior has used white college students as subjects. The present investigation examined both white and black subjects' non-verbal behavior and also independently varied the race of the person with whom the subject interacted. The experimental setting was an actual employment interview. Twenty black and twenty white female undergraduates were individually interviewed by either a black or white male interviewer. White subjects tended to maintain more visual interaction with interviewers of both races than did black subjects. Moreover, black interviewers were visually interacted with less, and given shorter glances. Racial, in contrast to nonracial, questions elicited longer glances and subjects hesitated longer before answering them. Mehrabian's (1967) "immediacy" concept is used to interpret the results. (Author)

ED 076 913 CG 008 065

Jackson, Mozelle V.
Counselor Characteristics and Attitudes: Implications for the Selection and Training of Effective Counselors.

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselor Role, *Counselor Training, Females, Graduate Students, Males, Practicum, *Role Perception, Role Theory, *Self Concept, *Sex Differences, *Social Attitudes

One hundred twenty-six counselor education students, differentiated according to counselor education status and sex, were studied for differences in attitudes toward self, most people, most clients, and purposes as a counselor. Practicum students completing their educational program were more positive in their counseling-related attitudes than major and non-major students at the introductory course level. As a group, the women students were more positive in their counseling-related attitudes than the men students. Practicum students showed no significant attitude change at the end of practicum; when differentiated according to supervisors' ratings and sex; nor one year later. However, a year later there was a tendency toward a decrease in positiveness of counseling-related attitudes. Comparisons are made with effective school counselors and implications for the selection and training of counselors. (Author)

ED 076 914 CG 008 067

Johnson, Richard E. And Others
Effects of Similarity of Fate on Bad News Transmission: A Reexamination.

Georgia Univ., Athens. Inst. for Behavioral Research.

Pub Date May 73

Note—20p.; Paper presented at the Midwestern Psychological Association (Chicago, Illinois, May 9-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, *Communication (Thought Transfer), Fear, *Psychological Patterns, *Response Mode, Speeches, Verbal Communication

Subjects (communicators) were more likely to transmit bad news (p.005) and less likely to be concerned about what the recipient thought about them (p.025) if, from the communicator's perspective, the recipient believed that both she and the communicator would receive the bad news fate than if the recipient believed only she would receive the bad news fate. These results were consistent with a fear of negative evaluation hypothesis. A guilt hypothesis was not significantly supported. Although communicators who believed that they would not actually share the fate with the recipient felt significantly more guilty (p.005) than communicators who believed that they would actually share the bad news fate, they did not transmit the bad news significantly less frequently. (Author)

ED 076 915 CG 008 068

Jorgensen, Bruce W.
Group Size: Its Effects on Group Performance and on Individual Acquisition of Knowledge.

Pub Date May 73

Note—9p.; Paper presented at the Eastern Psychological Convention (Washington, D.C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Dynamics, Group Relations, *Knowledge Level, *Learning, *Performance Factors, *Task Performance

Subjects answered multiple-choice questions at three points in time. They worked alone, then in units of 1, 2, 3, 5, and 7 persons, and again alone. Performance on the task was to provide the following information: (1) initial ability level of subjects; (2) the ability of groups of differing size and leadership to utilize their resources; and, (3) the ability of individuals to acquire correct responses, as a function of their experience on the group task. Performance was predicted using Steiner's (1966, 1972) model of group productivity. Group performance on the task was a position function of group size for the sizes studied. Subsequent individual performance was difficult to interpret: Performance increased with group size for subjects who had been of size 5, and again increased for Ss who had worked in groups of 7. This duplicated the data of a pilot study. Patterns of process adaptation in groups of "critical" size are discussed as possibly responsible for this pattern. It was concluded that groups can facilitate the individual acquisition of knowledge. An application of this information, the small group examination, was discussed. (Author)

ED 076 916 CG 008 071

Latta, R. Michael Kahn, Arnold
Effects of Induced Status on Spacing and Seating Position in a Dyad.

Pub Date 11 May 73

Note—14p.; Paper presented at the annual Midwestern Psychological Association meeting (Chicago, Illinois, May 9-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Patterns, *Body Language, College Students, *Interpersonal Relationship, *Nonverbal Communication, Social Class, *Social Status

Identifiers—Proxemics

The effects of induced status differences on (1) seating position and (2) interpersonal distance from a confederate of a given status level were investigated. Using behavioral measures, induced status differences were found to influence both the amount of interpersonal distance and the quality of space. The results suggest simulation techniques and pencil and paper responses are consistent with behavioral measures. (Author)

ED 076 917 CG 008 083

Mazurkewicz, Dolores T.
The Effect of Performance Feedback by a Partner of the Same or Opposite Racial Group on Subsequent Performance, Self-Concept and Attitudes Toward Partner.

Pub Date May 73

Note—15p.; Paper presented at the Eastern Psychological Association Convention (Washington, D.C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavioral Science Research, Caucasians, College Students, *Feedback, Females, Males, Negroes, *Performance, Race Relations, *Racial Attitudes, *Self Concept, *Task Performance

The effects of performance feedback of success and failure given by partners to 96 subjects of the same or opposite racial groups were measured in terms of subsequent performance on a paired-associate learning task and number of negative and positive adjectives checked for self and partner. Analysis of variance showed that the procedure yielded a significant interaction between feedback and race of S. Blacks were more favorably influenced than Whites by success reports in terms of improvement in performance, increase in positive adjectives for partner. Failure reports resulted in greater improvement in performance for Blacks and Whites when given by Blacks. Positive self and partner evaluation declined more for black Ss than for white Ss in a failure condition. All but one of the hypotheses were confirmed. (Author)

ED 076 918 CG 008 093

Rodgers, Robert R.
Family Authority Structures and the Disposition to Inform on Peers among Urban Children in West Germany and Israel.

Pub Date Sep 72

Note—19p.; Paper presented at the American Psychological Association annual convention (80th, Honolulu, Hawaii, September 2-9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Studies, Cultural Differences, Delinquent Behavior, *Elementary School Students, *Family Structure, Power Structure, *Response Mode, *Rural Urban Differences, Sex Differences

Cross-cultural surveys of 6th grade children in 12 countries presented them with six hypothetical situations in which friends had committed minor violations of adult norms (stealing, cheating on a test, breaking a window, and mischievous pranks). They were asked if they would inform in response to an adult who asks for the names of those involved. Summarizing 22 surveys revealed that within cultures the disposition to inform was stronger in rural than in urban children and in girls than boys. Analysis of two surveys in Israel and West Germany showed: (1) informing generally more likely when demanded by school authorities after school-related mischief than when demanded by an unspecified adult who was the victim of the mischief; (2) German children more disposed to inform than the Israelis (although both samples were very unlikely to inform and were the two least likely of the 12 countries studied); (3) the relation of informing to family authority structure was similar for the same sex across culture, especially for girls, but unrelated across sex within culture; and (4) combining cultures, informing in boys was more likely for those who described their family as intermediate in the degree of parental decision-making differentiation than for those from either undifferentiated or highly differentiated families, but was unrelated to whether father or mother made most of the decisions. (Author)

ED 076 919 CG 008 126

Hines, Dwight Martindale, Colin
Creativity and the Operant Control of the Alpha Rhythm.

Pub Date May 73

Note—20p.; Paper presented at the Eastern Psychological Association convention (Washington, D.C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, Creativity, *Creativity Research, *Intelligence, *Neurological Organization, *Operant Conditioning, Physiology, Speeches

Thirty-two males were divided into high and low creative groups based on the Remote Associates Test and the Alternative Uses Tests. High creatives exhibited a lower basal alpha index, a higher basal theta index, differential amounts of alpha on creativity and intelligence tests, and were better at alpha control in a feedback situation than low creatives. (Author)

ED 076 920 CG 008 130

Pedrini, D. T. Pedrini, Bonnie C.

Rationalization: A Bibliography.

Pub Date 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Bibliographies, *Individual Psychology, Literature Reviews, *Psychological Patterns, *Research Reviews (Publications)

Rationalization was studied by Sigmund Freud and was specifically labeled by Ernest Jones. Rationalization ought to be differentiated from rational, rationality, logical analysis, etc. On the one hand, rationalization is considered a defense mechanism, on the other hand, rationality is not. Haan has done much work with self-report inventories and coping and defense mechanisms (also see Kroeber, and Alker). Wertheimer indicates that rationalization is the bane of our college students. Bibring, Dwyer, Huntington, and Valenstein have written extensively about defenses. The bibliography ranges from the earlier work of Jones to the later work of the middle 1960's. (Author)

ED 076 921 CG 008 131

Pedrini, D. T. Pedrini, Bonnie C.

Repression: A Bibliography.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Conflict Resolution, *Emotional Response, *Individual Psychology, *Psychological Patterns

Repression was considered by Freud as a key mechanism for everyone, especially for normals and neurotics. His Repression paper, written in 1915, was psychoanalytically definitive. Of course, much had been written before and even more was written after. Anna Freud's book *The Ego and the Mechanisms of Defence* included repression and was published by Hogarth in 1937. Sears published an evaluative review of research on repression 1943, and again in 1944 (Experimental analysis of psychoanalytic phenomena. In Hunt, J. Mc V., Ed., *Personality and the Behavior Disorders*. Vol. 1 New York: Ronald). Zellers' analogues offered many suggestions for the researcher or reader. MacKinnon and Dukes published an evaluative review in 1962 which included a history of the concept and the early work of Jung and of Lewin's student Zeigarnik. Repression ought to be differentiated from suppression and from denial. In the bibliography, there is included some research on repression between the late 1920's and the middle 1960's. (Author)

ED 076 922 CG 008 132

Pedrini, D. T. Pedrini, Bonnie C.

Denial: A Bibliography.

Pub Date 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Bibliographies, *Conflict Resolution, Personality, Psychiatry, *Psychological Patterns, *Response Mode

Denial was a mechanism that Sigmund Freud worked with in his clinical practice and in his formulation of personality. He considered denial, e.g., in his papers on Repression (1915) and on Fetishism (1927) in *Collected Papers*, Volumes IV and V respectively (London: Hogarth and The Institute of Psycho-Analysis, 1925 and 1950 respectively). It would be best to read the paper on Fetishism, first. However, there seems to be difficulty in the psychoanalytic, psychological, and psychiatric literature with regard to the concept. One problem is the differentiation of denial within and between the archaic-heritage and the personal-experience of the neonate. Another problem is the overlap with the mechanism of repression. Still another problem is the use of denial by psychotics, who are more difficult to understand, to work with, etc. The added questions of conceptual clarity augment the problems of doing research. Denial, by name, has had little research compared to repression. In this bibliography, there is included research on denial between the late 1920's and the middle 1960's. (Author)

ED 076 923 CG 008 144

Moriarty, Thomas

Crime, Commitment and the Responsive**Bystander.**

Pub Date 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Crime, *Criminals, Overt Response, Research Projects, *Response Mode, Responsibility, Socially Deviant Behavior, Social Relations, *Social Responsibility, Social Values, *Stealing

The paper describes a field experiment conducted at Jones Beach, New York, to determine (1) how responsive are individuals who witness a crime, and (2) under what conditions will bystanders take action to prevent a crime. The major independent variable in this study was the degree of prior commitment to the victim; whether or not the subject had agreed to watch the victim's belongings. Results obtained from the 56 subjects placed in the experimental conditions indicate that in the absence of prior commitment to the victim, only 20% of the subjects were responsive; under conditions of commitment, the result was clearly reversed and 95% of the subjects were responsive and intervened in the theft. The author feels that the dramatic effect of even mild commitment on the part of the bystander is a positive, heartening result at a point in time when evidence of public apathy and indifference abound. (Author/SES)

ED 076 924 CG 008 146

Smith, David L. And Others

The Years of Anxiety: A Handbook for Parents of Junior High School Children.

Oconomowoc Public Schools, Wis.

Pub Date 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Human Development, Individual Development, *Junior High Schools, *Junior High School Students, Manuals, Parent Attitudes, Parent Reaction, *Parents, *Parent Student Relationship, *Student Adjustment, Student Needs, Student Problems, Students

This handbook was written to assist parents in developing greater understanding of early adolescence and the function of the junior high school in relation to their child. It assumes that during the transitional stage from pre-adolescence to adolescence young people need a special situation in a particular setting to provide for their specific needs. The handbook points out the importance of the junior high school as an educational level attainable by virtually all students which is designed to allow broad exploration into academic, vocational, and avocational areas and to acquaint students with the vast educational possibilities available. Prepared by the junior high school guidance department, the handbook examines the operational structure of the school, the general curriculum, pupil personnel services available, extra-curricular activities, report cards, homework, close parent-student-school communication, and conferences with teachers and counselors. (Author/SES)

ED 076 925 CG 008 149

Silberman, Adolph, Ed. And Others

Special Programs Aimed at Reaching Children: S.P.A.R.C. Case Studies II.

Tempe Elementary School District 3, Ariz.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Counseling, Case Records, *Case Studies, Child Development, Childhood Needs, Child Psychology, *Children, *Counseling, *Counseling Effectiveness, Counseling Services, Counselors, Group Counseling, Models, *Problem Children, Socially Deviant Behavior, Students

Identifiers—SPARC, Special Programs Aimed at Reaching Children

This case study booklet, written by the program's counseling staff, evolved from five actual cases in which a psychologist and counselors were involved. Both the techniques and the results are specified in the hope that counselors and psychologists in other districts will attempt similar methods in helping children with deviant behavior problems. Although names of the children have been changed for their protection, all the techniques and data presented are accurate. Case studies include the use of counseling groups to promote positive peer relationships, counseling with behavioral methods in the classroom, the use of the behavior modification techniques of contracting, positive reinforcement, and successive approximation. (Author/SES)

ED 076 926 CG 008 150

Stuhr, Christian A.

Patterns of Parental Mobility in an Inner-City Toronto School.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 67

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Family Background, Family Influence, *Family Mobility, Family School Relationship, Family Status, Inner City, *Mobility, Relocation, Research Projects, Student Mobility, *Transfer Students, *Urban Education, Urban Environment

Identifiers—Canada, Toronto

The aim of the study was to discover a satisfactory predictor of residential mobility among inner city families in light of the effect which the high rate of student transfer has upon curriculum development, staff morale, and student scholastic achievement. The sample of 358 families was administered a questionnaire dealing with demography, mobility, perceptions of education, and continuous learning. Relationships between previous mobility and other variables were studied; previous mobility, present address, and respondent's estimate were examined as predictors of mobility. Findings show that, when predicting mobility over a one-year period: (1) opinions of people themselves as to whether they would move is not a reliable indicator of whether they actually do so; (2) used together, previous family mobility and its present accommodations give the best indication of whether the family will move within one year; and (3) predicting future mobility on the basis of past mobility and present accommodations will give different results for different ethnic groups. Extensive appendices are included. (Author/SES)

ED 076 927 CG 008 165

Ganschow, Laurie H.

Case Studies in Practical Career Guidance, Number 1: Baltimore Placement and Follow-up Program, Baltimore City Public Schools, Baltimore, Maryland.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-346-6-73-TR

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Opportunities, *Follow-up Studies, *Job Placement, Jobs, Research Projects, *Secondary School Students, *Work Study Programs

The Baltimore Placement Program is unique in that it serves all students in the city's public secondary schools. It is available both to graduates and to dropouts, and the service may be used by a graduate or dropout for as long as one year after he leaves school. The goals of the program are to place students in jobs that are compatible with their abilities and interests and to coordinate students' work-study experiences in school. (Author)

ED 076 928 CG 008 166

Arutunian, Carol Ann

Case Studies in Practical Career Guidance, Number 2: Career Development Center Troy High School, Fullerton, California.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-346-6-73-TR

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Course Content, *Decision Making, Developmental Guidance, *Occupational Guidance, *Secondary School Students, *Vocational Development

The Career Development Center at Troy High School in Fullerton, California, is largely effective because of the variety and abundance of materials and resources located in the Center. However, the most unique feature of the program is the in-

structional course taught in the Center, "Life Decision Making." The course is an elective for juniors and seniors in the high school. The goal of the Center and its related course is to help students think about themselves and the direction that their lives will take, and in relation to this, to learn and participate in the decision-making process. All students may use the Center on a drop-in basis. The Center also offers programs in vocational training, occupational exploration, and work experience. (Author)

CS

ED 076 929 CS 000 302

Downing, John

Comparative Reading: Cross-National Studies of Behavior and Processes in Reading and Writing.

Pub Date 73

Note—595p.

Available from—The Macmillan Company, 866 Third Avenue, New York 10022 (\$16.95)

Document Not Available from EDRS.

Descriptors—*Comparative Education, *International Education, *Language Development, Language Instruction, *Reading Instruction, *Reading Processes, Reading Research, Verbal Development

Part One of this book deals with theoretical considerations in the cross-national comparisons of language and reading instruction and achievement. Discussions of the scope and methodological problems of such research, bases for comparison, attitudinal and cultural variations, teacher preparation and organization variables, the varied linguistic environments, the future of comparative reading are presented in this section. Part Two consists of thirteen articles, each concerning the practice of reading and language instruction in a different country. Articles written by native educators are included on several western European countries as well as on Argentina, Hong Kong, India, Israel, Japan, the United States, and the USSR. (TO)

ED 076 930 CS 000 347

Hall, Vernon C.

Language Intervention and Evaluation Project.

National Lab. on Early Childhood Education, Syracuse, N.Y. Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 69

Contract—OEC-3-7-70706-3118

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, Conceptual Tempo, *English Curriculum, Language Arts, Language Skills, *Letters (Alphabet), *Males, *Primary Grades, Reading Readiness, *Teaching Techniques

Identifiers—Teacher Awareness

This project was designed to test the effects of a language curriculum based on skills needed to learn the letters of the alphabet, to develop and test methods of assessing a language program, and to look at the training effects across differing subject populations. Subjects included boys (half of whom were black) who were from two integrated schools and who knew less than half of the letters of the alphabet. Different teaching strategies were used to teach the alphabet—a modified Bereiter technique, spending four to six minutes with each individual, rotating teachers, and the use of personal student notebooks. Subjects were given two tests: the Matching Familiar Figures Test (MFF) to identify subjects with varying conceptual tempos and the Ambiguous Figure Test to look at the ability of the subjects to communicate with one another. Results indicated that the experimental subjects learned more letters than the control group and that black subjects did significantly better than white subjects. No significant correlations were found on the MFF, indicating that it might have been inappropriate for the subjects. The most interesting discovery was the fact that there was a large variation in the knowledge of the alphabet without teacher awareness and that many of the middle-class children knew the alphabet. (HS)

ED 076 931 CS 000 461

Wanat, Stanley F., Ed.

Graduate Programs and Faculty in Reading.

International Reading Association, Newark, Del. Pub Date 73

Note—224p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 928, \$5.00 non-member, \$3.50 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Degree Requirements, *Graduate Professors, Graduate Students, *Graduate Study, Higher Education, *Reading

This publication is a compilation of descriptions of approximately 200 graduate reading programs. Each description covers a number of different facets of the program, such as program director, degrees available, number of students in the graduate program, career interests of students, names of members of the faculty, associated staff, and faculty in related fields, special resources, and courses offered. A section on how to use this publication is included. (WR)

ED 076 932 CS 000 465

Morris, Joyce M., Ed.

The First R: Yesterday, Today and Tomorrow: A Selection of Papers from Conferences of the United Kingdom Reading Association.

Pub Date 72

Note—248p.

Available from—Ward Lock Educational Ltd., 116 Baker Street, London W1M 2BB (1.30 pounds, paper)

Document Not Available from EDRS.

Descriptors—Conference Reports, Reading, *Reading Instruction, *Reading Materials, *Reading Research, *Remedial Reading

Identifiers—*United Kingdom Reading Association

A selection of papers originally presented at six annual United Kingdom Reading Association reading conferences, 1964 to 1969, are collected in this volume. The papers selected are of topical or perennial interest and favor practice rather than theory. They are broadly grouped under four headings: theory and practice, media and materials, remedial reading, and research. Twenty-three papers and an introduction by the editor, a discussion of the history of reading instruction in Great Britain, current practices, and the future, are included. (TO)

ED 076 933 CS 000 466

Kohl, Herbert

Reading, How To.

Pub Date 73

Note—224p.

Available from—E. P. Dutton & Co., Inc., 201 Park Avenue South, New York, N. Y. 10003 (\$5.95 cloth)

Document Not Available from EDRS.

Descriptors—Alternative Schools, Educational Games, *Educational Philosophy, Language Experience Approach, Reading, Reading Development, Reading Failure, *Reading Games, *Reading Instruction, Reading Programs, Reading Skills, *Remedial Reading, Student Centered Curriculum, Teaching Techniques, *Tutoring, Volunteers

Reading skill can be acquired in a natural and informal manner and in a variety of settings ranging from the school to the streets. Anyone who wants to learn to read or to develop his reading ability can do so if the following conditions are satisfied: (1) A person who knows how to read and wants to share his knowledge is willing to help. (2) Basic materials—pencils, pens, and printed materials—are available. (3) The learner feels secure enough in the learning environment to make mistakes and ask questions. (4) The culture and background of the learner are respected and used. (5) The learner has reasonably intact senses and the ability to use some language. A description of the reading process, a wide variety of games and teaching techniques, lists of materials, and alternatives to standardized tests are provided, both as alternatives to more traditional classroom approaches to teaching reading and as aids for the nonprofessional tutor of reading. (TO)

ED 076 934 CS 000 470

Gallo, Donald R.

Reading Rate and Comprehension: 1970-71 Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-R-09

Pub Date Dec 72

Note—214p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.85)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Characteristics, Educational Accountability, Evaluation Techniques, Parental Background, Parent Influence, Racial Differences, *Reading Ability, *Reading Comprehension, *Reading Research, *Reading Skills, *Reading Speed, Sex Differences

Identifiers—*National Assessment of Educational Progress

In this assessment of the reading rate and literal comprehension skills of 9, 13, and 17 year olds, and of young adults between the ages of 26 and 35, individuals were asked to read two passages, one more difficult than the other according to readability formulas. Then each subject was asked to answer five multiple choice comprehension questions which were designed to measure the reader's comprehension of details from the passage. Copies of the passages are reproduced in the text, and the comprehension exercises are given in the appendix. For each group evaluated, the results are given by region, sex, race, parental education, and size and type of community. Readers are cautioned to avoid comparing reading rates or comprehension scores across age groups because all groups did not read passages of the same type, nor is there an even progression of difficulty in the readability of the passages. (TO)

ED 076 935 CS 000 481

Trela, Thaddeus M., Comp. Becker, George J., Comp.

Case Studies in Reading: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 71

Note—16p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 322, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Case Studies (Education), Developmental Reading, Dyslexia, Learning Disabilities, *Reading Diagnosis, *Reading Difficulty, Reading Failure, Reading Improvement, Reading Instruction, *Remedial Reading, Retarded Readers

Descriptions of individual diagnosis and remediation of reading problems experienced by students at all levels are included in this annotated bibliography. Included are books, texts having case study sections, and journal reports which together comprise useful sources of case studies of reading disabilities. An opening section lists nine "first sources" which provide an overview of reading problems. Other sections cite case studies at primary, intermediate, junior and senior high school, and college and adult levels. Selection was made on the basis of recency, completeness, availability, and diversity of approach. Entries are listed alphabetically by author within each section and contain complete citation information and informative annotations. (This document previously announced as ED 049 022.) (MS)

ED 076 936 CS 000 482

Riggs, Corinne W., Comp.

Bibliotherapy: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 71

Note—27p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (Order No. 316, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliotherapy, Developmental Reading, *Educational Therapy, Instructional Materials, Librarians, Library Materials, Literature, *Reading Materials, *Reading Research, Student Attitudes, Student Behavior, Teachers, Teaching Techniques

This annotated bibliography on bibliotherapy is an updated version of the 1967 International Reading Association publication of the same title. It contains 165 citations ranging in date from 1936 to 1970. Its subject, bibliotherapy, is based on the belief that individuals are affected by what they read and that materials selected especially

for individuals can profitably influence their attitudes and behavior. Listings are arranged alphabetically according to author under the general divisions of books, periodicals, and unpublished materials. Entries pertaining to the reader, the reading material, and the response of the reader are included. Research reports are emphasized, and items relating to specific books and techniques for use in bibliotherapy are provided. (This document previously announced as ED 047 908.) (MS)

ED 076 937 CS 000 484

Hemmings, Ray

Children's Freedom: A. S. Neill and the Evolution of the Summerhill Idea.

Pub Date 73

Note—218p.

Available from—Schocken Books, 200 Madison Avenue, New York, N. Y. 10016 (\$6.95, cloth)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Children, Educational Innovation, Educational Methods, Educational Objectives, *Educational Philosophy, *Educational Practice, *Educational Theories, Elementary Education, Experimental Schools, Learning

Identifiers—Neill (A S)

This book is a critical evaluation of A. S. Neill's contribution to educational theory and practice. The study includes some biographical material, but this material is introduced to provide a focus for Neill's ideas. The author devotes special attention to Neill's contributions to the psychological aspects of freedom within the social and political context of the twentieth century. The writer traces the influence of such men as Homer Lane, Sigmund Freud, and Wilhelm Reich on Neill and compares Neill's educational theories with those of Susan Isaacs, Maria Montessori, and Bertrand Russell. Current alternatives to Neill's ideas proposed by such people as Paul Goodman, Ivan Illich, Herbert Marcuse, and R. D. Laing, are also discussed. The writer devotes his last chapter to speculating about how Neill's form of education might help people oppose threats to freedom. Two appendices are included: the first is a discussion of the results of a questionnaire about Neill sent to selected British teachers; the second is a list of some of the reactions in newspaper articles to Neill. A selected bibliography is included. (Author/DI)

ED 076 938 CS 000 488

Frizzi, Richard John

A Comparative Analysis of Student-Teacher Interaction During Episodes of Classroom Reading Instruction.

Pub Date 72

Note—257p.; Ed.D. Dissertation, Hofstra University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor Michigan 48106 (Order No. 72-31,953, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Reading, *Reading Instruction, *Reading Research, Reading Skills, *Student Teacher Relationship, *Teacher Behavior, Teacher Characteristics, Teacher Experience

The major purposes of this study were to analyze classroom behavior as a product of student-teacher interaction, and to determine teaching patterns identified with student mastery of stated instructional objectives in reading. A sample of twenty-two first grade teacher-student groups were video taped during instruction in phoneme-grapheme correspondence of the letter "p." The verbal behavior was analyzed by using Flanders' Interaction Analysis System. The analyzed data, along with results of a testing program, were used to (1) test 14 null hypotheses, (2) provide descriptions of classroom behavior, and (3) describe the behavior of teachers identified as most effective and least effective. The major implications drawn from the study suggested the prudent use of video tape and classroom behavior analysis systems as aids in assisting teachers to emulate research-determined models of effective teaching behavior for specified instructional objectives, and the need for teachers to become more aware of skills inherent in the performance of their roles as teachers of reading. (Author/WR)

ED 076 939

Wilhour, Jane Reinaker

Behavioral Objectives for Teaching Reading in the Primary Grades.

Pub Date 70

Note—148p.; Ph.D. Dissertation, St. Louis University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-5335, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Primary Education, *Reading, *Reading Instruction, *Reading Research, *Reading Skills, Ungraded Primary Programs

To more effectively meet individual differences and permit children to learn at their own rate, a list of behavioral objectives for teaching reading in the primary grades was developed. Nongraded primary reading skill sheets were compared with reading authorities' lists of basic reading skills, and a master skill sheet was used as the basis for the development of a preliminary list of behavioral objectives. Sixteen authorities in the area of reading then evaluated the master list of 141 objectives. All the authorities agreed on 45 of the objectives; 15 of the 16 authorities agreed on an additional 32 objectives; and 30 behavioral objectives were excluded from the list by at least 13 authorities. The evaluators recommended reworking of many of the objectives, expanding them in some cases into two or three objectives. Each evaluator also suggested a few additional objectives, but no two people mentioned the same skill. A revised list of behavioral objectives was developed on the basis of the results of the evaluative survey. (Author/TO)

ED 076 940

Haviland, Virginia

Children and Literature: Views and Reviews.

Pub Date 73

Note—461p.

Available from—Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—*Books, *Childrens Books, Illustrations, *Literary Analysis, Literary Genres, *Literature Appreciation, *Literature Guides, Reading, Reading Materials

This book is a collection of essays, criticism, and statements of trends in the world of children's books intended for those concerned with the creation, distribution, and reading of children's books. Chapters 1 through 5 deal with the history of children's literature and basic issues, such as what makes a classic, what children read, how and why one writes for children, and the illustration of children's books. Chapters 6 through 9 discuss the major genres: folk literature, fantasy, poetry, fiction, history, and science. Chapter 10 presents a comprehensive study of children's literature in eight major foreign countries. Chapters 11 and 12 discuss the importance of criticism and the establishment of awards in children's literature, with lists of winners for seven major awards. Finally, each chapter is introduced by an essay which focuses the reader's attention upon the controversial issues, supplies background information, and frequently presents the views of authors who were not included in this volume. (Author/WR)

ED 076 941

Philp, Hugh Goyen, Judith

Innovation in Reading in Britain. Experiments and Innovations in Education No. 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—36p.

Available from—Unesco Publications Center, P. O. Box 443, New York, N.Y. 10016 (\$1.35)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Developmental Reading, Initial Teaching Alphabet, Language Experience Approach, *Reading, Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Research, Reading Skills, Remedial Reading, Teaching Machines, Television

Identifiers—Color Coding, Words in Color

This paper analyzes some of the conditions affecting the introduction of innovations in reading

CS 000 489

instruction in post-war Britain. The relationship between these innovations and research is explored. Section one presents background information and discusses possible causes for the influx of innovative techniques in reading instruction in the 1950s and 1960s. "General Conditions Affecting the Introduction of Innovations in Reading," section two, discusses surveys conducted primarily in the 1940s and 1950s. Section three, "Specific Innovations in Reading," looks at some of the more recent approaches to teaching reading. Included are phonetic approaches, linguistic approaches, language experience programs, programmed reading schemes, the Initial Teaching Alphabet, the Diacritical Marking System, Words in Color, Color Story Reading, the Color Phonics System, the English Color Code, teaching machines, television, and remedial reading services. The last section summarizes the preceding material and discusses researchers' inability to draw any significant conclusions. (WR)

ED 076 942

Greer, Frances Sandra

A Study of the Wechsler Intelligence Scale for Children in a Reading Clinic Population.

Pub Date 72

Note—146p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-34,077, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, Reading, Reading Ability, *Reading Achievement, *Reading Difficulty, *Reading Research, *Reading Skills, Reading Tests, Remedial Reading

Identifiers—Wechsler Intelligence Scale for Children

The relationship between the Wechsler Intelligence Scale for Children (WISC) and reading in a clinic population was investigated in this study. Children in grades two through six with a WISC IQ of 80 and above were included in the study. Reading achievement was determined by the Diagnostic Reading Scales, the University of Georgia Reading Clinic Informal Reading Inventory, and the Gray Oral Reading Test. Reading expectancy was computed using the Bond and Tinker formula. To determine each subject's disability, the difference between achievement on each of the three reading measures and reading expectancy was calculated. Of 180 possible relationships, six significant correlations were evident when reading disability and the WISC were analyzed together. Five of the six significant relationships were evident for the total group and one significant relationship occurred at grade five. The relationship between reading achievement and the WISC produced a greater number of significant findings. Each of the five subtests on the verbal scale was significantly related to reading achievement on at least one reading measure for the total group. On the performance scale the two subtests significantly related to reading achievement were Block Design and Coding. (Author/WR)

ED 076 943

Harris, Larry A. Smith, Carl B.

Individualizing Reading Instruction: A Reader.

Pub Date 72

Note—361p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N. Y. 10017 (\$6.00 paper)

Document Not Available from EDRS.

Descriptors—Developmental Reading, Individualized Reading, Reading, Reading Ability, Reading Comprehension, *Reading Diagnosis, *Reading Instruction, *Reading Processes, Reading Readiness, *Reading Research, *Reading Skills

The articles contained in this volume were selected to support and strengthen the concept of individualized instruction through diagnostic teaching. The book is divided into six major parts, each of which is preceded by a brief overview that emphasizes the main tenets advanced by the authors of the individual articles. The six major divisions of the book are: (1) The Reading Process, (2) Organizing to Individualize, (3) Readiness in Word Recognition, (4) Understanding in Reading, (5) Higher Competencies in Reading, and (6) Evaluating Progress in Reading.

Among some of the forty contributing authors are J. Harlan Shores, Jeanne S. Chall, Dolores Durkin, Leo Fay, Harry Singer, Frank Guszak, Olive S. Niles, Roger Farr, Kenneth S. Goodman, Ruth Strang, Harry Sartain, and Nila Banton Smith. (WR)

ED 076 944 CS 000 512

Cook, Jimmie Ellis

A Study in Critical Listening Using Eight to Ten Year Olds in an Analysis of Commercial Propaganda Emanating from Television.

Pub Date 72

Note—116p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-205, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Commercial Television, Communication (Thought Transfer), *Critical Reading, Critical Thinking, Elementary School Students, Information Utilization, *Listening Comprehension, Listening Skills, Mass Media, *Propaganda, *Publicize, Reading Research, Reading Skills, *Television Commercials, Television Viewing

Selected eight to ten year old Maryland children were used in this study measuring the effect of lessons in becoming aware of propaganda employed by commercial advertisers in television programs. Sixteen 45-minute lessons directed to the propaganda techniques of Band Wagon, Card Stacking, Glittering Generalities, Name Calling, Plain Folks, Testimonials, and Transfer were presented to the experimental group on sixteen consecutive school days. Analysis of pre- and post-test results indicated that the experimental group gained an average of 10.24 points on the post-test and the control group gained only 0.18. Males gained more than females but not significantly; the experimental white population scored significantly better on the post-test than the experimental black population. It was concluded that children can be made aware of commercial propaganda emanating from television. Informal discussions with the teachers and pupils of the experimental group indicated that the pupils successfully transferred their new skills to other disciplines. It was noted that they began to recognize propaganda in reading, in conversation, and in advertising in other mediums such as newspapers and comic books. (Author/TO)

ED 076 945 CS 000 513

Minton, Judith Haber

The Impact of Sesame Street on Reading Readiness of Kindergarten Children.

Pub Date 72

Note—168p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-1516, Mfilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Age Differences, Birth Order, Early Childhood Education, *Educational Television, Elementary School Students, *Kindergarten Children, Parochial Schools, *Readiness (Mental), Reading Instruction, *Reading Readiness, *Reading Research, Sex Differences, Socioeconomic Influences, Televised Instruction

Identifiers—Children's Television Workshop, *Sesame Street

To determine the effects of Sesame Street on reading readiness, the Metropolitan Readiness Test (MRT) scores of children who had attended kindergarten in the two years prior to the first broadcast season were compared with the scores of children attending kindergarten in 1970, the year of the first season of Sesame Street. The MRT scores were analyzed by year by total group and by age, sex, socioeconomic class, birth order, and parochial school attendance. In each comparison the scores of the total test and the six subtests were analyzed separately. A significant difference was found in favor of the 1970 group on the alphabet subtest but not on any of the other subtests or on the total test. Also on the alphabet subtest, the subgroups of boys and children from advantaged homes scored significantly higher. No other significant differences between subgroups were found. It was concluded that Sesame Street was an effective teacher of letter

recognition to kindergarten children, although the effects were not uniform. (Author/TO)

ED 076 946 CS 000 515

Crosset, Robert John, Jr.

The Extent and Effect of Parents' Participation in Their Children's Beginning Reading Program: An Inner-City Project.

Pub Date 72

Note—136p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-31,922, Mfilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Elementary School Students, *Grade 1, Negro Mothers, Negro Youth, *Parent Participation, Parent School Relationship, Reading Achievement, *Reading Improvement, *Reading Instruction, Socioeconomic Influences

This study describes and analyzes a Parent Participation in Reading Program (PPR Program) for low socioeconomic Negro parents and their first grade children as it operated at Washburn Elementary School, Cincinnati, Ohio, during the 1968-69 school year. The PPR Program involved the parent's observing the child at school in a reading group and then receiving personal instruction and materials for home study with the child from a teacher at a "family learning center" located near the school and open at the parents' convenience. The object of the program was to improve the children's reading through parent participation in their instruction. No significant difference was found when comparing the reading achievement of the children whose parents visited the centers regularly, occasionally, and seldom if ever or when comparing reading achievement scores of untreated first grade children and children whose parents participated actively in the program. However, the study did demonstrate that such parents will participate in a program to improve their children's reading and that the reading achievement of children whose parents participated actively, while not statistically significant, was greater than that of children whose parents did not participate. (Author/TO)

ED 076 947 CS 000 519

Smith, Nila Banton, Ed.

Current Issues in Reading; Proceedings of the Annual Convention of the International Reading Association (13th, Boston, April 1968), Volume 13, Part 2.

International Reading Association, Newark, Del.

Pub Date 69

Note—494p.

Available from—International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 422, \$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Basic Reading, *Conference Reports, Content Reading, Disadvantaged Youth, Dyslexia, Individualized Reading, Initial Teaching Alphabet, Learning Modalities, Programmed Instruction, *Reading, Reading Comprehension, *Reading Instruction, *Reading Research, Reading Skills, Remedial Reading, Teacher Education, Ungraded Schools

The manuscripts resulting from the seventeen different current issues in reading that were discussed at the thirteenth Annual International Reading Association Convention in Boston in 1968 are published in this volume. The topics include reading research, content area reading, speed reading, comprehension, reading skill sequence, reading instruction for the disadvantaged, visual and auditory modalities, programmed instruction, dyslexia, teacher preparation, theories of remedial reading, and several specific methods of reading instruction. For each issue an objective paper that discusses the topic and presents research in regard to it, a pro paper that provides arguments and research in favor of the topic, and a con paper that offers limitations of the issue are given. The compiler-editor, Nila Banton Smith, presents a concluding chapter summarizing all of the many issues discussed and providing one view of the future of reading. (TO)

ED 076 948 CS 000 520

Dawson, Mildred, Ed. And Others

Children, Books and Reading. Perspectives in Reading No. 3.

International Reading Association, Newark, Del.

Pub Date 64

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Children's Books, *Conference Reports, Developmental Reading, *Librarians, *Literature Appreciation, *Reading, Reading Improvement, Reading Interests, *Reading Research, Reading Skills, Teachers

The papers included in this book were presented at a conference in San Francisco, just prior to the National Council of Teachers of English Convention. The speakers included specialists in children's literature, parents, librarians, school administrators, reading consultants, college professors of children's literature, and those informed on research in the field of reading. The speakers and titles of their talks are: May Hill Arbuthnot, "Dawn Wind Stirring: A Specialist Speaks"; Quail Hawkins, "Bright Is the Ring of Words: An Author Speaks"; Louise T. Van Orden, "Striking the Spark: A Teacher Speaks"; Winifred C. Ladley, "The Right Book: A Librarian Speaks"; Mrs. Kenneth A. Learned, "That They May Live Abundantly: A Parent Speaks"; Robert J. Bone, "The School's Influence: An Elementary Principal Speaks"; Tennessee Kent, "Children, Books and Teachers: A Superintendent Speaks"; Ruth Adair French, "Working the Vineyard: A Reading Consultant Speaks"; Charlotte S. Huck, "A Comprehensive Literature Program"; and Helen Huus, "Interpreting Research in Children's Literature." (WR)

ED 076 949 CS 000 521

Malak, Joseph Francis

Developing Competency Based Teacher Education Resource Modules in Comprehension and Diagnostic Evaluation of Reading Progress.

Pub Date 72

Note—275p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4142, Mfilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Individualized Instruction, *Performance Based Teacher Education, Preservice Education, *Reading Comprehension, *Reading Diagnosis, Reading Instruction, Reading Research, *Teacher Education, Teacher Education Curriculum

Identifiers—*Instructional Modules

The purposes of this study were (1) to design four resource modules—Diagnostic Evaluation of Reading Progress; Developing Comprehension: Analysis of Meaning; Developing Comprehension: Synthesis and Generalization; Developing Comprehension: Information Acquisition—and (2) to determine whether an instructional module developed from one of these resource modules can be implemented effectively in a field situation. Experts in the specific areas encompassed by each module provided competencies, criterion behaviors, and learning experiences which were synthesized with inputs from the literature into tentative resource modules. The Diagnostic Evaluation of Reading Progress module was field tested at the University of Pittsburgh using ten full-time female students in the master's program in reading. The results of the field test revealed that students were able to progress at their own rates and to work in areas of individual needs and interests, that a competency based teacher education program utilizing modular design can be implemented feasibly, and that all students responded positively to competency based teacher education and most were willing to participate again in such a program. (Author/TO)

ED 076 950 CS 000 524

Woodward, Addison E., Jr.

The Effect on Memory of Instructions to Forget. Final Report.

Albion Coll., Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-0-E-172

Pub Date Mar 73

Grant—OEG-5-71-0023(509)

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Cues, *Educational Research, *Extinction (Psychology), *Memory, *Recall (Psychological), *Retention Studies

This report describes eight experiments dealing with intentional forgetting. The results of the first experiment indicated that not attempting to recall items did not affect appreciably the later recall of these items. The second, third, and fourth experiments indicated that with blocked intra-serial cuing, the more processing allotted to an item, the more likely it was to be remembered. In the fifth, sixth, and seventh experiments, items were presented individually. They were then followed by a blank interval of time that could vary, and then the item's instruction appeared. It was found that final recognition for remember and forget items was positively related to the length of the interval, while final recall was not. In the eighth experiment it was found that implicit forget items were more likely than explicit forget items to be intruded in immediate recall, to be recalled during final recall, and to be recognized in a final recognition test. (DI)

ED 076 951 CS 000 529

Shepherd, David L.

Comprehensive High School Reading Methods.

Pub Date 73

Note—312p.

Available from—Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio 43216 (\$9.95 cloth)

Document Not Available from EDRS.

Descriptors—*Content Reading, Developmental Reading, Individualized Reading, Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Instruction, *Reading Skills, *Secondary School Students

This book emphasizes specific and practical methods a teacher can use to fuse reading and content. Specific ideas and techniques are presented to show how instruction in the reading skills can be incorporated into almost all subject areas. The first chapter develops a rationale with a philosophical base. Next, techniques of diagnosis are discussed so that instruction can be adjusted to the specific needs of the learner. This is followed by a discussion of the skills the learner needs to read effectively, with subsequent discussion of classroom techniques. Ways to individualize the instruction are emphasized. The major subject areas are investigated to show a more detailed implementation of the fusion of content and reading skills. Finally, the characteristics of a total high school reading program are discussed. (Author/WR)

ED 076 952 CS 000 530

Mazurkiewicz, Albert J.

A Rationale for Using I.T.A.

Pub Date 73

Note—12p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, Colorado, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alphabets, *Beginning Reading, Conference Reports, Elementary Education, *Initial Teaching Alphabet, Primary Education, Reading, *Reading Instruction, Reading Programs, Spelling, *Spelling Instruction, Student Motivation, Teacher Attitudes, *Writing Skills

This paper provides a rationale which rejects misinformation, assumptions, and biases as bases for decision making on the use of I.T.A. in teaching reading and writing to primary school children. A discussion is provided which questions the reality of professionalism in teacher-administrator populations as well as the reality of a concern for the child. A further discussion of strengths of I.T.A. programs as compared with typical similar traditional orthography (T.O.) programs demonstrates that T.O. constraints; such factors as reactive inhibition and feature characteristics of symbols are realities not accounted for in T.O. programs rather than any weakness in the author's capabilities. Rejection of the notion that traditional orthography is optimal for reading-writing purposes is supported. (Author/TO)

ED 076 953 CS 000 531

Hanes, Michael L.

The Effect of Auditory Dimensional Preference on the Auditory Discrimination Performance of Children. Institute Report No. 105.

Indiana Univ., Bloomington. Inst. for Child Study. Pub Date 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Auditory Discrimination, Auditory Evaluation, Dimensional Preference, Early Childhood, Elementary School Students, Grade 6, *Linguistics, *Reading Readiness, *Socioeconomic Influences, Socioeconomic Status

Identifiers—*Auditory Dimensional Preference

Two studies investigating auditory information processing abilities of children are reported in this document. The first study analyzed the preferred specific acoustical dimension in an auditory discrimination task of preschool and sixth grade children from low and middle socioeconomic groups. Results indicated that children at both age levels do exhibit an auditory dimensional preference in a three-choice pure-tone discrimination task but that neither socioeconomic status nor age has a significant effect on dimensional preference. The second study investigated the relationship between pure-tone discrimination, as well as auditory dimensional preferences in discrimination, and linguistic discrimination across a narrow age range. Twenty-four preschool children, twelve four year olds and twelve five year olds, served as subjects. The results indicate that while auditory discrimination performance did not significantly improve with age, linguistic discrimination performance did. Together the results of these studies suggest that while auditory processing abilities do not differ between samples, linguistic discrimination performance may vary due to the increased number of structural units accessible to each memory component for the analysis-by-synthesis process. (Author/TO)

ED 076 954 CS 000 533

Lang, Helene

"Literary Models for Adolescent Behavior." Literature in the Secondary School Program.

Pub Date 73

Note—12p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, Colorado, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Literary Analysis, *Literary Influences, *Literature Appreciation, *Reading Development, *Reading Interests, Secondary School Students, *Student Reaction

Identifiers—*Adolescent Literature

Several literary models from both contemporary and standard books that influence the adolescent are presented. The discussion is divided into three broad model categories: the question of morality, the search for self, and values and needs. The novel is the principal literary mode discussed, but other genres are also included. The exploration of actual works of literature and a discussion of student responses to these books concludes the paper. (TO)

ED 076 955 CS 000 537

Salinas, Mary Ellen Swanson

1967-1968 (Year Four) Findings: A Comparative Study of the Effects of Oral-Aural Teaching Techniques on Pupils' Gain in Reading, Language and Work Study Skills in Grades Three and Four.

Pub Date 72

Note—251p.; Ph.D. Dissertation, University of Texas

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Disadvantaged Youth, Elementary Grades, Grade 3, Grade 4, *Language Instruction, Longitudinal Studies, Mexican Americans, *Oral Communication, Reading, Reading Achievement, *Reading Research, *Spanish Speaking, Teaching Techniques

Identifiers—*San Antonio Language Research Project

This study attempted to evaluate the effects on pupil performance of three and four years of intensive oral language instruction in English or Spanish. The subjects were disadvantaged third and fourth grade Mexican-American children who had been members of experimental classes since first grade in the San Antonio Language Research Project. The attempt was made to include in the data analysis scores only from children who had been in the same type of experimental treatment for all their years in school. The Iowa Tests of Basic Skills were used to measure improved language abilities in reading. The non-verbal battery of the Lorge-Thordike Intelligence Tests was used to estimate differences in learning capacity. The most consistent set of findings related to the ineffectiveness of the lan-

guage-cognition Spanish treatment. On almost no measure did the language-cognition Spanish groups receive scores higher than the other experimental or control groups. The scores of the children in all the treatments, experimental and control, at both grade levels were very low. (WR)

ED 076 956 CS 000 539

Askov, Eunice N.

Use of a Case History Approach to Study the Effects of Individualized Reading Instruction Upon Individual Children.

Pub Date 71

Note—27p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April 19-23, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Individual Differences, Individualized Instruction, *Individualized Reading, Intelligence Differences, *Reading, *Reading Instruction, *Reading Research, Reading Skills

Identifiers—Wisconsin Design for Reading Skill Development

This study was conducted in an elementary school where the Wisconsin Design for Reading Skill Development had been implemented and developed for several years. Its aim was to determine what happened to individual children during reading instruction when the Design was being systematically used. A case history approach was used, and the school was organized into units in which two grade levels were usually combined. The study was limited to students in grades two through six. Within each unit one child was randomly selected from a high IQ group, one from an average IQ group, and one from a low IQ group. The IQ scores were obtained from the school records and were the subjects' most recent scores on the Lorge-Thordike Intelligence Test. Clerical aides were trained to observe the subjects during skill instruction in reading whenever it was taking place. The aides made one observation a day for ten weeks. Results from the study indicated that individualization of reading instruction was apparent. Also found were anticipated differences among age groups and the individualizing of reading instruction in elementary skills for students of low and average ability. (WR)

ED 076 957 CS 000 540

Guidelines for Improving the Image of Women in Textbooks.

Scott, Foresman and Co., Glenview, Ill.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Females, Feminism, *Illustrations, Sex (Characteristics), *Sex Discrimination, Social Discrimination, Social Values, Stereotypes, *Textbook Bias, *Textbook Preparation, Textbooks, Textbook Standards, *Writing

This pamphlet presents guidelines for the improvement of the image of women in textbooks. General guidelines for the text and illustrations of textbooks are: (1) the actions and achievements of women should be recognized; (2) women and girls should be given the same respect as men and boys; and (3) abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes. A section making recommendations for avoiding sexist language includes a discussion of various types of sexist language with suggested possible non-sexist alternative expressions. These recommendations, like the general guidelines, cover three areas: the omission of women, the demeaning of women, and sex-role stereotyping. It is also suggested that if an editor chooses to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. (DI)

ED 076 958 CS 000 542

Prawat, Richard S.

Paired-Associate Learning at Three Imagery Levels in Level I and Level II Learners.

Pub Date 15 Dec 72

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), *Grade 8, *Learning, Learning Processes, *Learning Theories, *Paired Associate Learning, Pat-

terned Responses, Perception, *Reading Research

Two views of paired-associate learning were examined by assessing the paired-associate learning efficiency of eighth grade samples identified by digit span and IQ test performance as Jensen-type Level I and Level II learners. Eighty eighth grade students ranging in age from 13 years 3 months to 14 years 10 months were selected as subjects. Three different digit span tests were used to measure Level I ability, involving series of from three to nine digits presented aurally via tape recorder. Paired associate materials were also presented aurally and consisted of six high-image pairs, six low-image pairs, and six moderate-image pairs selected from the 40 highest, 40 lowest, and 40 most moderately rated imagery categories according to the Paivio, Yille, and Madigan norms. IQ scores obtained from school records served as a measure of Level II ability. Imagery conditions constituted a highly significant source of variance. A predicted Learning Levels X Imagery Conditions interaction was not obtained, nor did the Level II group significantly outperform the Level I group. Strategy scores derived from the subjects' reports correlated significantly with paired-associate learning only for Level I subjects. Level II subjects reported greater use of verbal and imaginal elaboration. (WR)

ED 076 959 CS 000 545

Vernon, Magdalen D., Comp.

Visual Perception and Its Relation to Reading: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 73

Note—19p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 311, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Early Childhood Education, Elementary School Students, Phoneme Grapheme Correspondence, *Reading Ability, Reading Development, *Reading Difficulty, Reading Instruction, Reading Readiness, Reading Research, Remedial Reading, Retarded Readers, *Visual Discrimination, *Visual Perception

The lengthy annotations in this bibliography of recent research on visual perception and its relation to reading are classified in four main groupings: (1) development of perception of complex forms and attention to significant details, (2) the ability to perceive visual form in relation to reading, (3) perception of letters and words, and (4) sequential memory and sequential grapheme-phoneme correspondence. Works listed have been selected from well-known psychological and educational journals and from a few books. The items within the bibliography are placed in a logical order, that is, the annotations are so arranged as to relate to one another and to the sectional introductions. (Author/TO)

ED 076 960 CS 000 546

Van De Warker, Mary J.

A Replication in Vocational Reading: The Project and the Criteria Used to Determine the Feasibility of Replication.

Pub Date 73

Note—16p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Content Reading, *Junior Colleges, Junior College Students, Readability, Reading Comprehension, Reading Consultants, *Reading Development, Reading Instruction, *Reading Level, *Teacher Improvement, Teaching Techniques, Vocational Education

A model for augmenting the impact of the community college reading instructor within the institution is presented in this paper. Reported are the actual findings and the criteria used in: (1) the assessment of the reading levels of students enrolled in three courses at the College of DuPage in Glen Ellyn, Illinois; (2) the evaluation of the readability of the texts used in the courses; and (3) determination of how the instructors used and augmented the texts. Six sections of students enrolled in three vocational courses taught by seven instructors served as the study population. The reading comprehension levels of the students were determined by the Gates-MacGinitie Reading Test, Comprehension Subtest. The readability of each textbook used was deter-

mined by applying a computerized version of the Dale-Chall Formula. A 219-item survey was used to evaluate the knowledge and attitudes of the instructors with respect to reading and text use. Analysis of student scores, text readability levels, and instructor surveys prompted the instructional personnel involved to modify their course offerings to better fit their students' needs. Due to the benefits gained by faculty and students from the study, the program has been adopted for general use at the College of DuPage. (TO)

ED 076 961 CS 000 548

Campbell, Donald S., Borich, Gary D.

A Study of Text Processing and Intrinsic Individual Differences in Conceptual Organization.

Pub Date 73

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *College Students, Comprehension, *Concept Formation, *Individual Differences, *Learning Processes, Memory, *Reading Processes, Reading Research, Recall (Psychological)

This study is an attempt to identify one source of individual differences in the extent to which readers learn from text and the means for accommodating it. Eighty college students were administered a series of aptitude tests and randomly assigned to one of four treatment groups. The subjects then received six passages, each passage followed by a question. The type of question was dependent upon treatment. Following the presentation of the stimulus materials in treatments, subjects were given recognition and recall tasks. The recognition task consisted of 24 multiple choice questions. The recall task instructed subjects to write down as many inferences as they could remember from each passage. The same tasks were used 24 to 48 hours later to obtain measures of delayed recall and recognition. The prime dependent measures were recognition of inferences and total recall of productive inferences. The recall measure was further broken down to recall of superordinate inferences, coordinate inferences, and associative inferences. Among the conclusions drawn were the following: (1) individual differences in inferential behavior do occur in text processing, (2) some of these differences are predictable using prior measures of relevant aptitudes, and (3) certain treatments do interact with certain aptitudes. (WR)

ED 076 962 CS 000 549

Bercovici, Antonia Feshbach, Norma

Teaching Styles of Mothers of "Successful" Readers and "Problem" Readers in the First Grade.

Pub Date 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Cognitive Processes, *Grade 1, Learning, *Parent Participation, Reading, Reading Ability, Reading Instruction, *Reading Research, Reading Skills, Retarded Readers, Teaching Methods

The behaviors manifested by mothers of readers and mothers of nonreaders were observed as they taught their children two cognitive tasks. As a methodological control, both groups of mothers were required to teach two other children, one similar to and one different in ability from their own child. The subjects consisted of 40 first grade children, their mothers, and 80 additional first graders. Twenty of the mothers had children classified as problem readers and 20 had children classified as successful readers. Of the remaining first grade children, 40 were children with reading difficulties and 40 were successful readers. Each problem reader was matched with a successful reader for IQ, age, and sex. A mother initially taught her child two cognitive tasks; she then taught the same cognitive tasks to a child of the same reading ability as her own child and to a child with a different reading ability from that of her own child. The tasks consisted of teaching the child to match 12 pairs of line-drawn faces and to fit pegs of different lengths into holes of varying depths in such a manner that all the pegs were level across the top. The

most significant findings was the intrusive, controlling, and negatively reinforcing teaching strategy of the mothers of nonreaders. (WR)

ED 076 963

CS 000 550

Johnson, Roger E.

Reading as It Relates to the Teaching of Social Studies: A Social Studies Teacher's Point of View.

Pub Date May 73

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (18th, Denver, Colorado, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Content Reading, Elementary Grades, *Reading, Reading Comprehension, *Reading Instruction, Reading Level, Reading Materials, Reading Research, Reading Skills, Secondary Grades, *Social Studies, *Teaching Techniques

This paper, presented at the eighteenth annual convention of the International Reading Association, identifies the problems that reading may create in teaching social studies from kindergarten through grade twelve. Three alternatives are suggested for use when reading becomes difficult: (1) change the reading level of the material, (2) change the method of teaching, or (3) change the teacher in the classroom. Comparisons are made among these alternatives for the primary and intermediate grade levels as well as for the junior and senior high school levels. Research shows that some popular ideas, such as changing the readability level, may not have much effect on student comprehension. The main point, in the author's opinion, is to make people aware of the fact that reading plays a very important, and often drastic, role in the teaching of social studies, but there are ways to get around the problems that reading may create. (WR)

ED 076 964

CS 000 551

Sixth Grade Reading: A Needs Assessment Report. Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Thinking, Elementary Education, *Grade 6, Phonics, *Reading Achievement, Reading Comprehension, *Reading Research, *Reading Skills, Study Skills

Identifiers—*Texas Education Agency Needs Assessment

This study reports the findings of a 1971 assessment of the reading achievement of 22,000 sixth grade students in Texas. The study used the Prescriptive Reading Test (PRT) and a Pupil Identification Form (PID). Results from the PRT are reported in terms of the percentage of pupils who achieved each of 48 reading objectives. Nineteen objectives were selected as representative and the items for measuring the achievement of these objectives are discussed in detail in this report. Pupils' performance on each of the 48 objectives were analyzed in terms of pupil characteristics obtained through the PID. The report contains chapters discussing (1) the procedures of the assessment, (2) basic learner objectives, (3) the results on a representative group of objectives, (4) a summary of findings, (5) the use of assessment information, and (6) an evaluation of the assessment. Appendixes are included. (DI)

ED 076 965

CS 000 552

Strang, Ruth

Guidance and the Teaching of Reading. Reading Aids Series.

International Reading Association, Newark, Del.

Pub Date 69

Note—45p.

Available from—International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 207, \$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, *Educational Guidance, Elementary Education, *Exceptional Children, *Guidance Counseling, Higher Education, Occupational Guidance, Reading, Reading Achievement, *Reading Development, Reading Difficulty, *Reading Instruction, Secondary Education

The purpose of this book is to show the relationship between the counselor and the teaching of reading, and to show how the reading teacher and reading specialist may help prevent or solve guidance problems. The book is composed of five

sections. Section 1, "Related Principles, Functions and Techniques," discusses educational guidance, personal-social adjustment, vocational guidance, cumulative personnel records, interviews, and conferences. "Guidance in Developmental Reading," section 2, deals with guidance in beginning reading, continued guidance in the primary grades, reading development in the intermediate grades, guidance in the junior high school, and high school and college reading. Section 3, addresses educational and vocational guidance problems, dropouts, delinquency and discipline problems, and emotional problems and reading difficulties. Section 4, "Guidance in the Reading Development of Exceptional Children," deals with the mentally retarded, able learners, severe reading disability cases, and the physically handicapped. The last section, "The Team Approach," looks at the contribution of the counselor, the contribution of the reading specialist, and the preparation which they need. (WR)

ED 076 966 CS 000 553
Eller, William, Comp. Wolf, Judith G., Comp.
Critical Reading: A Broader View; An Annotated Bibliography.

International Reading Association, Newark, Del.
Pub Date 69
Note—16p.
Available from—International Reading Assn., Six Tyre Ave., Newark, Del. (Order No. 318, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Annotated Bibliographies, *Critical Reading, *Critical Thinking, Developmental Reading, Elementary Education, Higher Education, Reading Comprehension, *Reading Instruction, Reading Processes, *Reading Skills, Secondary Education

The references listed in this annotated bibliography are organized into three major categories: (1) The Process of Critical Reading, (2) Research on Critical Reading, and (3) The Teaching of Critical Reading. The first category includes standard texts, theory-oriented volumes, a few books directed at the popular market, periodical articles, and evaluations of several sets of practice materials available in workbook form. The research cited in the second category is divided according to two themes: factors which influence critical reading ability and studies of instructional methodology. The last category lists four books on the subject of the teaching of critical thinking and reading and four articles on this same topic. (TO)

ED 076 967 CS 000 555
Catterson, Jane H., Ed.
Children and Literature.

International Reading Association, Newark, Del.
Pub Date 70
Note—111p.

Available from—International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 434, \$5.00 non-member, \$3.00 member)
EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Childrens Books, Curriculum, Elementary Grades, Instructional Materials, *Literature Appreciation, Literature Guides, Media Selection, Oral Reading, Reading, *Reading Instruction, *Reading Interests, *Reading Materials, Secondary Grades

This volume contains papers that should help both elementary and high school teachers bring literature into the school curriculum and provide literary experiences which should carry over into the future. The introductory group of papers is entitled "The Point of View." The first paper uses the classroom as its center of focus. The second enlarges the frame of reference to the United States and addresses the funding situation for educational materials. The last paper focuses on making world understanding a frame of reference for literature education. In the section of the book a number of papers are grouped under the general heading "Choosing the Books." This section discusses the oral tradition, Newbery Award books, children's literature, sex-typed material, and adolescents and reading. The last section, "Using the Books," includes four papers directed at helping teachers to understand what general considerations should enter into their planning for the use of literature with children and what specific techniques may be employed to make book reading the kind of activity society would endorse. (WR)

ED 076 968 CS 000 557
Laffey, James L., Ed. Shuy, Roger E., Ed.

Language Differences: Do They Interfere?
International Reading Association, Newark, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73
Note—186p.; Based on papers presented at a pre-convention institute at the 1971 International Reading Assn. Convention at Atlantic City

Available from—International Reading Assn., Six Tyre Ave., Newark, Del. 19711 (Order No. 851, \$4.50 non-member, \$3.50 member)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Cognitive Processes, *Cultural Differences, Descriptive Linguistics, Elementary Education, *Language Handicaps, Negro Dialects, *Nonstandard Dialects, Reading Materials, *Reading Processes, Reading Skills, Secondary Education

The papers collected in this volume support the theory that the language skills of the dialectically different child can form a solid matrix upon which a viable reading/learning environment can be organized. Chapters under the section "Focusing on the Problem" discuss nonstandard dialect problems and make some observations on cognition and language. Reading problems and foreign language interference, reading skill acquisition, dialect differences in oral reading, Black English phonology and the question of reading interference, creative language activities for the culturally divergent child, dialectal readers, and the relationship between Black English and reading are some of the topics covered in the section "Questioning Language Difference Interference." The remaining two sections, "Publishing Nonstandard Dialect Materials" and "Reviewing Some Issues and Principles," discuss neutralizing the effect of a nonstandard dialect, a nonstandard publisher's problems, and current perspectives from linguistics and psychology on language and cognition. It is hoped that teachers will glean from the various papers materials relevant to the challenges of their separate teaching assignments. (HOD)

ED 076 969 CS 000 558
Goodacre, Elizabeth J.
Reading Research 1972.
Reading Univ. (England). Centre for the Teaching of Reading.

Pub Date 72
Note—19p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Academic Achievement, *Annotated Bibliographies, Cultural Disadvantage, Dyslexia, *Language Development, Personality, Phonics, Reading Materials, *Reading Research, Remedial Reading, *Spelling, Teaching Methods

British research developments in 1972 in the areas of reading standards, dyslexia, remedial provision, length of schooling, language and reading, and materials and medium are summarized in this booklet. Also included are annotated listings of articles and books covering such subjects as teaching methods, cultural deprivation, personality and scholastic achievement, book selection, spelling, language development, reading on the secondary and college levels, remedial reading, adult reading, dyslexia, and phonics. (MF)

ED 076 970 CS 000 559
Poling, Dorothy, Ed.
Perspectives: Reading, 1972; IATE (Illinois Association of Teachers of English) Conference Notes.

Illinois Association of Teachers of English, Urbana.

Pub Date Feb 73
Note—19p.
Journal Cit—Illinois English Bulletin; v60 n5 p1-19 February 1973

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Audiovisual Aids, Conference Reports, *English Education, *Language Arts, Language Development, Literature, *Reading, Reading Development, Reading Diagnosis, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, Reading Speed, Story Telling
Identifiers—*Illinois Association of Teachers of English

The ideas expressed in the major speeches and by the 29 discussion groups at the 1972 conference of the Illinois Association of Teachers of English are summarized in this publication. The theme of the conference was "Reading, 1972." The speeches and discussions covered a wide variety of reading and reading-related English and language arts topics at the elementary, secondary, and college levels. Descriptions of several reading programs and several diagnostic techniques, a discussion of story telling, and discussions of the uses of newspaper and audiovisual aids and the construction and use of reading materials are included in the summary. (TO)

ED 076 971 CS 000 563
Clarke, Louise
Can't Read, Can't Write, Can't Talk Too Good Either; How to Recognize and Overcome Dyslexia in Your Child.

Pub Date 73
Note—280p.
Available from—Walker and Company, 720 Fifth Avenue, New York, N.Y. 10019 (\$7.50)

Document Not Available from EDRS.
Descriptors—*Dyslexia, Language Development, *Language Handicaps, Learning Disabilities, *Parents, *Reading, Reading Ability, Reading Difficulty, Remedial Reading, *Special Education

This book, first of all, is a personal document, a revelation of the struggles of a bright, determined child and his family in understanding and coping with his severe language disability. Secondly, it is a guide for parents, directing them to the danger signals which may indicate future language problems in their children and taking them through the maze of treatment methods. Starting with the bewildering inability of an apparently normal, healthy child to imitate words when he was two years old, the author traces her son's development through stages of poor motor coordination, restless rhythmic movements, and auditory perceptual confusion in his preschool years; difficulty with reading, spelling, writing, and even verbal communication in his elementary years; and the emotional difficulty these problems created in his high school and college years. Sources of information and materials are included in the appendices and are listed by national and state organizations. (WR)

ED 076 972 CS 000 564
Otto, Wayne
Educational Factors Involved in Reading Disability.

Pub Date Apr 71
Note—21p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 19-23, 1971)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Educational Diagnosis, *Reading Ability, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Level, Reading Programs, *Reading Research, *Reading Skills, Teacher Education, *Teaching Methods

A framework for organizing instruction in reading is discussed which includes the following objectives: identification of essential skills in reading, a statement of objectives, assessment, identification of appropriate teaching/learning activities, and evaluation. The objective of instruction is to focus on what the teacher wants the children to learn, how he can tell whether they have learned it, how to go on with the teaching, and whether the outcome is what was desired. The major problem of reading research is arriving at an acceptable definition of "reading," but, whatever the definition, a number of other problems need to be solved before researchers can assume that adequate instruction in reading exists. Until this assumption can be made, research effort should not be dissipated in pursuing other than educational factors as causes of reading disability. (DI)

ED 076 973 CS 000 566
Day, Richard R.
The Teaching of English to Hawaiian Creole-Speaking Children.

Hawaii Univ., Honolulu.
Pub Date [72]
Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—American English, Dialects, *English Instruction, *Hawaiian, *Kindergarten Children, Language Research, *Linguistics,

Minority Groups, *Nonstandard Dialects, Speech, Standard Spoken Usage, Tape Recordings, Underachievers
Identifiers—*Kamehameha Early Education Project

In order to discover the linguistic competence of Hawaiian kindergarten children, tape recordings of their speech were collected, both openly and surreptitiously, in a wide variety of circumstances, including at home, at play, at school, and in formal situations. An analysis of the data reveals that the children command a wide range of linguistic skills. This competence is generally overlooked or not completely understood by local educators and is consequently not taken advantage of by the local teachers in their attempts to teach English to Hawaiian Creole-speaking children. (Author)

ED 076 974 CS 000 568

Reading: A Statement of Policy and Proposed Action; Position Paper, No. 12.
New York State Education Dept., Albany.
Pub Date Jul 71

Note—18p.; Position paper by the Regents of the University of the State of New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Elementary Grades, *Functional Illiteracy, Reading, *Reading Instruction, Reading Interests, Reading Materials, *Reading Programs, Reading Skills, Secondary Grades, State Programs, Student Ability, *Urban Education

Identifiers—*New York State Education Department

This position paper outlines the essential characteristics of a reading program which will enable the schools of the state of New York to eliminate functional illiteracy among thousands of elementary and secondary students and to attain the ultimate goal of reading education: people who can and do use reading for the achievement of educational and occupational goals, the cultivation of the imagination and the enjoyment of leisure time, and full participation in social and civic life. The essential characteristics of a reading program which will serve all students includes: (1) systematic assessment of each student's interests, abilities, and needs; (2) long range and short range goals for each student based on the interrelationship of his interests, abilities, and needs; (3) continuous revision of goals as new learning expands the student's potential; (4) organizational structures within and without the classroom which are most likely to facilitate learning; (5) adequate support systems to facilitate learning, including consultant services, inservice education, and material resources; and (6) a system which effectively measures each individual's mastery of reading objectives and which enables the teacher and the learner to modify or adapt the program as needed. (WR)

ED 076 975 CS 000 580

Schwartz, Barbara C.

A Comparative Study of an Individualized Reading Program and a Traditional Reading Program in an Eighth Grade.

Pub Date Oct 72

Note—80p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey
Available from—A copy of the thesis is on file of the library at Rutgers University

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Developmental Reading, *Grade 8, Group Reading, *Individualized Reading, Readability, Reading, Reading Achievement, Reading Habits, Reading Improvement, *Reading Instruction, Reading Interests, Reading Level, *Reading Programs, *Reading Research, Reading Skills, Recreational Reading

A traditional reading program and an individualized reading program were compared in terms of numbers of books read by pupils in a given period, the types of books selected by the pupils, and readability levels of books selected. It was hypothesized that individualized reading pupils would read more, and that pupils in the traditional reading program would read less fiction and would choose easier books. The subjects were 152 eighth grade students, 113 of whom were in the traditional reading program, and 39 of whom were in the individualized program. The findings indicated that the children in the individualized groups read an average of 6.3 books during the period studied. Subjects in the tradi-

tional reading program read an average of 4.1 books. Boys in the individualized reading group read the most, followed by girls in that group; girls in the traditional group ranked third, and boys in the traditional group read the least. A "t" test showed no significant differences in the means. The average readability level of books selected by both groups was sixth grade. It was concluded that individualized reading appears to motivate readers better than a traditional reading program. (Author/WR)

ED 076 976 CS 000 581

Trow, William Clark

The Learning Process. What Research Says to the Teacher, No. 6.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 69

Note—35p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$0.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Processes, Continuous Learning, *Early Childhood, Information Seeking, Learning, Learning Characteristics, *Learning Processes, *Learning Readiness, Perception, *Reading, Reading Processes

This pamphlet, one in a series entitled "What Research Says to the Teacher," discusses some aspects of the learning process and provides suggestions that may be helpful to classroom teachers and prospective teachers. The contents include: (1) "What Do We Learn," which deals with words and their meanings, skills, attitudes, and conduct; (2) "When Are Children Ready to Learn," which discusses the aspects of health, adjustment, maturation, and interest; (3) "What is the Right Answer," which covers agreement with known facts, social class sanctions, goal attainment, and reward and punishment; (4) "What Do Children See," which looks at perception of things in patterns, cues for words and meanings, cues for motor skills, cues for attitudes, and cues for enjoyment; (5) "Why is Practice Necessary," which discusses repetition for retention, and repetition for improvement; (6) "How Do Children Learn to Think," which deals with locating the problem, holding on to the problem, suggesting answers, predicting outcomes, getting the facts, and sticking to logic; and (7) "Can Children Use What They Have Learned," which discusses the conditions that might stimulate a child to use what he has learned. Selected research references and general references are included. (WR)

ED 076 977 CS 000 587

Adkins, Kathleen Hamilton, Marlene

Teacher's Handbook for Reading, Grades 3-6.

Computer Curriculum Corp., Palo Alto, Calif.

Pub Date Jun 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Elementary Grades, *Intermediate Grades, Reading, Reading Comprehension, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Structural Analysis, *Teaching Guides, Vocabulary

This teacher's handbook for computer assisted instruction (CAI) in reading describes a CAI program and presents sample lessons. The reading program for grades 3-6 consists of reading practice items designed to develop the student's skills in five areas: word analysis, vocabulary extension, comprehension of sentence structure, interpretation of written material, and development of study skills. The program is divided into two parts: (1) Basic Sentences begins at grade level 2.5 and ends at grade level 3.5. All the items in this section represent the simplest type of practice problem that can be presented in a contemporary CAI system. (2) The section on strands, which are sequences of related items, extends from grade level 3.5 through the sixth grade. There is one strand for each of the five areas covered by the program. All the material in the program is organized into classes, groups containing five items, or questions, of similar difficulty. Examples of introductory lessons, answer formats, and topic lists for each strand are presented. (WR)

ED 076 978 24 CS 000 593

Johnson, Kenneth R. Simons, Herbert D.

Black Children's Reading of Dialect and Standard Texts. Final Report.

California Univ., Berkeley.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR 1-1-096

Pub Date Apr 73

Contract—OEC-9-72-0011(057)

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dialect Studies, Elementary Education, Grade 2, Grade 3, *Language Handicaps, *Language Research, *Negro Dialects, Oral Reading, *Reading Comprehension, *Reading Materials, Reading Research, Standard Spoken Usage, Textbooks

In an attempt to demonstrate that the mismatch between the grammatical features of Black dialect and Standard English grammar used in children's reading materials is a source of reading interference, 67 second and third grade Black dialect speaking children each read orally a text written in Black dialect and a parallel text written in Standard English. Subjects also retold the contents of the texts and answered multiple-choice comprehension questions. The analysis of oral reading miscues and the measures of comprehension formed the dependent variables for the study. It was hypothesized that the dialect text, because it reduced the mismatch between the children's language and the printed language, would produce greater comprehension, more effective use of contextual and graphophonic information and fewer dialect-related miscues than the Standard English text. The results of the analysis, however, failed to support the prediction of the reading interference hypothesis, as no differences were found between the dialect and standard texts on comprehension, use of contextual information, and use of graphophonic information. On dialect related miscues, the results were in the opposite direction of that predicted by the hypothesis. (Author/MF)

ED 076 979 CS 000 597

Meyer, Bonnie J. F.

Structure of Prose: Identification and Effects on Memory.

Pub Date Apr 73

Note—19p.; Paper presented at the Annual Invitational Interdisciplinary Meeting on Structural Learning (4th, Philadelphia, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Content Analysis, *Learning Processes, *Memory, *Prose, Reading, Reading Comprehension, Recall (Psychological), Sentence Structure

The question of how people learn and remember information from complex written materials is explored by means of Grime's semantic grammar of propositions and the author's analysis of the content structure of prose. This paper, presented at the 1973 Interdisciplinary Meeting on Structural Learning, first discusses such elements of the semantic grammar of propositions as rules of the grammar, lexical predicates, and rhetorical predicates; it then provides a procedure for the analysis of prose and demonstrates the procedure in an analysis of an exemplary paragraph. Charts, diagrams, and a list of sixteen references are included. (SRW)

ED 076 980 CS 200 395

Sloan, Glenna Davis

The Practice of Literary Criticism in the Elementary School as Informed by the Literary and Educational Theory of Northrop Frye.

Pub Date 72

Note—311p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor Michigan 48106 (Order No. 72.23.716, Mfilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary School Curriculum, Imagination, Literacy, *Literary Criticism, Literary Styles, *Literature, *Literature Appreciation, Social Development, *Teaching Methods

This study explores the proposition that literary criticism may be an important part of the elementary school curriculum and that its practice can

be informed by the theories of Northrop Frye. The study is in three parts. The first chapter of Part I argues that there is virtually no emphasis in the elementary school on the study of literature as literature; the second chapter discusses how the synoptic theory of Frye may provide a way of reforming the curriculum to include literary criticism. Part II describes Frye's comprehensive theory of the role of literature in developing literacy and the social value of literary studies. Part III proposes applications of Frye's theories. The first chapter discusses the first aspect of teaching literary criticism on the elementary level: encouraging the enjoyment of poems and stories as imaginative entities. The second chapter discusses how elementary studies can form a basis for advanced studies. Frye's structural principles provide a deductive framework for the teacher to help students make their own discoveries about literature. Application for content and methods, with examples appropriate to the elementary school, are provided. (Author/DI)

ED 076 981 CS 200 396

Rubrecht, August Weston
Regional Phonological Variants in Louisiana Speech.

Pub Date 71

Note—270p.; Ph.D. Dissertation, The University of Florida

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,653, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Area Studies, *Distinctive Features, Language Patterns, Native Speakers, Phonemes, Phonetic Analysis, *Phonological Units, *Regional Dialects

Identifiers—*Louisiana

Based on tape recorded conversations of 28 informants in 18 Louisiana communities, this study investigated regional phonological variants in Louisiana speech. On the basis of settlement history and previous dialect studies, four regions are defined: northern Louisiana, the Florida Parishes, French Louisiana, and New Orleans. The informants are all native English speakers and range in age from 11 to 88 years and in educational level from grammar to graduate school. Numerically the distribution was weighted toward those 60 years or older and those with relatively little formal schooling. Discussion is largely limited to those segmental phonemes which show significant variation. Maps are included for all stressed vowel phonemes and for a few consonants. In the absence of phonological distinctions, northern Louisiana and the Florida Parishes are classed together as Anglo Louisiana. Evidence indicates that patterns of speech in French Louisiana have not spread far outside it; on the other hand, speech in French Louisiana includes many features characteristic of Anglo Louisiana. In several respects, the English of New Orleans follows the usage of French Louisiana; in others, it is more like Anglo Louisiana. Overall, phonological patterns are highly complex and subject to numerous exceptions. (Author/HS)

ED 076 982 CS 200 397

Garcia, Nelda Carola

Language Factors in the Employment of Bilingual Mexican-Americans: A Case Study Analysis.

Pub Date 71

Note—329p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,428 MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Case Studies, *Employment Level, Employment Practices, *Employment Qualifications, Language Proficiency, *Linguistic Performance, *Mexican Americans, Peer Relationship, Self Concept, Supervisors, *Task Performance

To determine the extent to which the perceived English language performance of employed bilingual Mexican-Americans influenced or handicapped them in performing job duties as proficiently as their monolingual counterparts, personal interviews were conducted with equal numbers of Mexican-Americans, their non-Mexican-American occupational peers, and persons in supervisory positions over each "matched pair" of white-collar employees. Fifteen Texas firms in

finance, retail trade, and utilities industries in three cities close to and three away from the Texas-Mexico border were represented. Three perceptions of performance of 10 language factors related to white-collar work situations were obtained—a self-rating, a peer-rating, and a management-rating. Data indicated that perceived language performance abilities of both ethnic groups were relatively high, with the Mexican-American subjects ranking somewhat lower. Self-images, however, were low for non-Mexican-Americans and high for the Mexican-American subjects. Expected language abilities included comprehension of written materials and verbal instructions, use of correct verbal grammar, and use of varied and selective words relevant to the situation. The dual language characteristic of the Mexican-American employees did not affect their overall job-related language performance. (Author/HS)

ED 076 983

Tarone, Elaine

Aspects of Intonation in Black English.

Pub Date 72

Note—14p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, *Intonation, Language Patterns, Linguistics, *Negro Attitudes, Negro Culture, Negroes, Nonstandard Dialects, *Race Relations, *Speech Habits, *Suprasegmentals

This study investigated some characteristics of intonation patterns in the English spoken by black adolescents in Seattle, Washington. It was hypothesized that if intonation is central to communicating attitude, and if Black English intonation differs systematically from that of Standard English, communication between blacks and whites may be difficult. The study used tape recordings of black adolescents in an excited, informal discussion, white adolescents (WE) in an informal discussion, and a formal interview with an adult black male (FBE). The following intonation features were found characteristic of Black English: (1) a wider pitch range, extending into higher pitch levels than in WE or FBE, and often shifting into a falsetto register; (2) more level and rising final pitch contours; (3) apparent greater use of falling final contours with general (yes/no) questions in formal and perhaps threatening situations; and (4) the use of nonfinal intonation contours alone (without the use of the word "if") to mark the dependent clause of a conditional sentence. The study concluded that the importance of intonation in communicating attitude has been greatly underestimated. (Author/DI)

ED 076 984

Donelson, Ken, Ed.

The Many Faces of Language Teaching in the English Classroom.

Arizona English Teachers Association, Tempe.

Pub Date Feb 73

Note—134p.

Journal Cit—Arizona English Bulletin; v15 n2 p1-130 Feb 73

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingualism, Composition (Literary), Dialect Studies, *English, *Language Instruction, Linguistics, Mexican Americans, Nonverbal Learning, Politics, Rhetoric, Science Fiction, *Secondary Education, Semantics, Symbolic Language, Tagmemic Analysis, *Traditional Grammar, Transformation Generative Grammar, Vocabulary Development

This issue of the "Arizona English Bulletin" contains 29 articles related to language teaching in high school English classes. Among the subjects covered are: grammar; signs, symbols, and metaphors; linguistic analysis in the teaching of composition; bilingualism; dialect study; semantics; generative rhetoric and the teaching of composition; science fiction and language study; non-verbal activities; tagmemic theory; language problems of Mexican-American students; transformational grammar; vocabulary development; the language of politics; using multimedia to teach the language of allusion; lexicography; and Biblical language and style. Some of the articles contain bibliographies. (DI)

ED 076 985

Duplicated Publication Fundamentals for Student Periodicals.

Columbia Scholastic Press Association, New York, N.Y.

Pub Date 72

Note—44p.

Available from—Columbia Scholastic Press Assn., Box 11, Central Mail Room, Columbia Univ., New York, N. Y. 10027 (\$1.25 non-member, \$1.00 member)

Document Not Available from EDRS.

Descriptors—Athletics, Cocurricular Activities, Editorials, *Evaluation Criteria, *Journalism, Periodicals, School Newspapers, *School Publications, *Secondary Education

This handbook provides the 1973 basic principles of the Columbia Scholastic Press Association for determining the quality of high school and college student periodicals which are intended for duplication. The handbook begins with an explanation of rating procedures used in this evaluation and then provides sample scorebooks for student newspapers, news-magazines, and duplicated departmental publications. The intent of the evaluative criteria for these publications is also explained in detail. Standards are provided for judging the following aspects of newspapers: news stories, feature stories, interviews, editorials, sports writing, and headlines. Standards for judging the planning, make-up, and content of student are also provided, and suggestions are made concerning the use of various types of duplicating aids. (Author/DI)

ED 076 986

Savege, Charles E. Click, J. William

Yearbook Fundamentals for High Schools, Junior High Schools, Colleges/Universities.

Columbia Scholastic Press Association, New York, N.Y.

Pub Date 73

Note—32p.

Available from—Columbia Scholastic Press Assn., Box 11, Central Mail Room, Columbia Univ., New York, N. Y. 10027. (\$2.00 non-member, \$1.50 member)

Document Not Available from EDRS.

Descriptors—*Cocurricular Activities, College Students, High School Students, *Journalism, Junior High School Students, *School Publications, *Student Publications, *Yearbooks

This handbook presents the 1973 Columbia Scholastic Press Association principles for evaluating the quality of junior high school, high school, college, and university yearbooks. The handbook includes a copy of the CSPS scorebook, a discussion of major concepts in the writing and production of contemporary yearbooks, and discussions of the criteria used in judging the structure, layout design, and content of the yearbook. Most emphasis is placed on the content, or coverage, of the yearbook; this section is subdivided into discussions of the coverage of student life, academics, athletics, clubs and organizations, school population, photographs, and style. There are also sections discussing advertising and the importance of creativity in yearbook production. A selected bibliography is included. (Author/DI)

ED 076 987

Jordan, A. C.

Towards an African Literature: The Emergence of Literary Form in Xhosa.

Pub Date 73

Note—116p.

Available from—University of California Press, 2223 Fulton Street, Berkeley, Calif. 94720 (\$6.00 cloth)

Document Not Available from EDRS.

Descriptors—*African Culture, African Languages, *African Literature, Colonialism, Literary Styles, *Literature Appreciation, *Nationalism, Non Western Civilization, Poetry, Politics, Proverbs, Tribes

This collection of essays, originally published in the 1950's, discusses South African literature from a perspective which emphasizes writers who resisted the society of the colonizers. All of the essays were written by a native black South African scholar. The essays deal with (1) the people and their languages; (2) traditional poetry; (3) the dawn of literature among the Xhosa; (4) riddles and proverbs; (5) the early writers; (6) literary stabilization; (7) reaction to conquest; (8) the tale of Nongqawuse; (9) land, labor, literature; (10) conflicts and loyalties; (11) the harp of the nation; and (12) the mounting anguish. The book ends with a discussion of the South African writers of the early twentieth century. An appendix contains a tribute to the South African writer S. E. K. Mqhayi. (Author/DI)

ED 076 988 CS 200 444

Smith, David M. Shuy, Roger W.
Sociolinguistics in Cross-Cultural Analysis.
 Pub Date 72
 Note—127p.

Available from—Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—*Bilingualism, *Cross Cultural Studies, Cultural Factors, Language Instruction, *Language Styles, Language Usage, *Linguistic Theory, Negro Dialects, Pidgins, *Sociolinguistics, Teacher Attitudes

Roger Shuy and Ralph Fasold's introduction describing sociolinguistics as (1) a desire to refine linguistic theory, (2) an attempt to describe the sociocultural matrices of language, and (3) an effort to apply sociolinguistic knowledge to this monograph. Walt Wolfram contributes substantially to the development of sociolinguistics theory in "Overlapping Influence and Linguistic Assimilation in Second Generation Puerto Rican English"; David Smith, in "Some Implications for the Social Status of Pidgin Languages," spells out some of the linguistic features concomitant with a particular sociocultural context; David Minderhout applies a framework already developed and tested for sociocultural analysis in "The Entrepreneur's Use of Language"; Roger Shuy discusses the Norfolk Project in "Sociolinguistics and Teacher Attitudes in a Southern School System"; and Mobolaji Adekunle outlines some sociolinguistic facts which should be taken into account in making decisions involving language policies in "Sociolinguistic Problems in English Language Instruction in Nigeria." Dell Hymes, Alfred Opubor, and A. B. Hudson conclude the monograph by offering comments on the various papers. (HS)

ED 076 989 CS 200 445

Shuy, Roger W., Ed. Fasold, Ralph W., Ed.
Language Attitudes: Current Trends and Prospects.

Pub Date 73
 Note—201p.

Available from—Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007 (\$3.50 paper)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Bilingualism, Cultural Factors, *Dialects, Dialect Studies, Language Role, Negro Dialects, Nonstandard Dialects, Second Language Learning, *Sociolinguistics, *Stereotypes, Teacher Attitudes

Subjective reactions to language (language attitudes, beliefs, values, etc.) are the focus of this monograph. Chapters include: (1) "Sociolinguistic Correlates of Speech Style in Quebec" by Alison d'Anglejan and G. Richard Tucker; (2) "Some 'Unexpected' Reactions to Various American-English Dialects" by Bruce Fraser; (3) "Attitudes and Learning a Second Language" by John Macnamara; (4) "A Preliminary Report on a Study of the Linguistic Correlates of Raters' Subjective Judgments of Non-Native English Speech" by Leslie A. Palmer; (5) "Subjective Reactions toward Accented Speech" by Ellen Bouchard Ryan; (6) "Anatomical and Cultural Determinants of Male and Female Speech" by Jacqueline Sachs, Philip Lieberman, and Donna Erickson; (7) "Stereotyped Attitudes of Selected English Dialect Communities" by Roger Shuy and Frederick Williams; (8) "Language, Speech and Ideology: A Conceptual Framework" by David M. Smith; (9) "Some Research Notes on Dialect Attitudes and Stereotypes" by Frederick Williams; (10) "Attitudes toward Spanish and Quechua in Bilingual Peru" by Wolfgang Wolck; (11) "Objective and Subjective Parameters of Language Assimilation among Second-Generation Puerto Ricans in East Harlem" by Walt Wolfram; and (12) "Teachers' Attitudes toward Black and Nonstandard English as Measured by the Language Attitude Scale" by Orlando L. Taylor. (HS)

ED 076 990 CS 200 446

Allnutt, Benjamin W., Ed.
Springboard to Journalism: A Study Guide in School Newspaper Practices. Revised Edition.
 Columbia Scholastic Press Advisers Association, New York, N.Y.
 Pub Date 73
 Note—96p.

Available from—Columbia Scholastic Press Assn., Box 11, Central Mail Room, Columbia Univ., New York, N. Y. 10027 (\$4.00 non-member, \$3.75 member)

Document Not Available from EDRS.

Descriptors—*Curricular Activities, Communication Skills, *Journalism, *Junior High Schools, *School Newspapers, School Publications, *Secondary Education, Student Publications, *Study Guides

This book is the sixth edition of a study guide designed to help students develop essential communication skills for writing school newspapers and to assist advisers in training staffs for these newspapers. The book can be used in the junior and senior high school and can be adapted to other levels. It can be used in schools with formal journalism courses and in schools with a paper produced by a club or by volunteers. Each unit on journalistic writing contains four sections: "An Overview" introduces the topic; "Suggestions to the Teacher" lists activities to be used in teaching essential skills; "Essential Subject Matter to be Mastered" presents the subject content which experienced advisers have found most helpful to students; and "Activities" contains suggestions for increasing student proficiency. A special section, "Legal Rights and Responsibilities of the Student Press," and selected journalism bibliography are included. (Author/DI)

ED 076 991 CS 200 447

McMillan, James B.
Annotated Bibliography of Southern American English.

Pub Date 71
 Note—173p.

Available from—University of Miami Press, Drawer 9088, Coral Gables, Florida 33124 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—*American English, *Bibliographies, Dictionaries, Figurative Language, Folk Culture, *Language Usage, Phonetics, Phonology, *Regional Dialects, *Southern States, Syntax

This bibliography of Southeastern American English includes writings that have appeared in popular books, technical treatise, language journals, popular magazines, special-interest periodicals, student theses, and dissertations. The South is defined as the area south of the Mason-Dixon Line and the Ohio River westward to Arkansas and East Texas. The ten sections of the bibliography include: general studies; historical studies; lexicon; phonology and phonetics; morphology and syntax; place names; personal and miscellaneous names; figurative language, exaggerations, and word-play; literary dialect; and serial bibliographies. Writings on folklore and literary language are listed only when related to dialect study. Works on foreign languages spoken in the area are included only when they describe foreign language influence on Southern American English. Newspaper and local magazine articles and general treatments of American English which discuss Southern American are excluded. An index of authors and an index of journal reviewers of books listed are provided. (Author/DI)

ED 076 992 CS 200 449

Kinneavy, James L.
A Theory of Discourse: The Aims of Discourse.

Pub Date 71

Note—478p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS.

Descriptors—*College Curriculum, Composition (Literary), *Discourse Analysis, *English, Language Usage, Linguistics, Literature, Logic, Persuasive Discourse, *Rhetoric, *Secondary Education, Semantics, Speech

This book discusses various approaches to the teaching of composition from classical and contemporary sources. It is intended to give a comprehensive coverage of the various kinds of oral and written themes students are expected to create in college and high school. The book can be used as a basic text in college composition and rhetoric, for in-service courses for college freshmen composition teaching assistants, and for training student teachers at the secondary and primary levels. Each chapter considers the nature, logic, organization, and style of the type of discourse involved. The first chapter discusses discourse in general and its relation to English; subsequent chapters discuss the aims of

discourse, reference discourse, persuasive discourse, literary discourse, and expressive discourse. Each chapter contains a bibliography and selections of discourse which are analyzed in detail. An appendix is devoted to an example of reference discourse, and an index is also provided. (Author/DI)

ED 076 993 CS 200 450

Bernstein, Basil, Ed.
Class, Codes and Control. Volume 2, Applied Studies towards a Sociology of Language.

Pub Date 73

Note—377p.

Available from—Routledge & Kegan Paul, 9 Park Street, Boston, Massachusetts 02108 (\$16.50)

Document Not Available from EDRS.

Descriptors—*Child Language, *Language Development, Language Styles, Linguistic Competence, Linguistic Performance, *Linguistic Theory, Mothers, *Psycholinguistics, Social Dialects, Social Differences, *Sociolinguistics, Speech

This collection of studies is divided into four parts. Part one is concerned with aspects of maternal communication as it relates to regulative and instructional contexts. Part two focuses on aspects of the speech of five year olds, with Hawkins examining choices within the nominal group, Turner and Pickavance examining expressions of uncertainty and tentativeness, and Robinson and Creed describing an experiment to test the effects of a language program designed by D. M. and G. Gahagan. Part three examines aspects of the speech of seven year olds: Hawkins analyzes social class differences in the use of hesitation in speech; Robinson analyzes the answering behavior of mother and children, showing the interrelationship between styles; and Turner compares the speech of five-year-old children with the same children's speech at seven years of age. Hansan and Cook in part four distinguished between code, register, and social dialect and review a range of studies which focus upon the study of social control and socialization within the family. Finally, Halliday explores his approach to the child's acquisition of the functions of language. (HOD)

ED 076 994 CS 200 451

Smith, James A.
Adventures in Communication: Language Arts Methods.

Pub Date 72

Note—552p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$9.95)

Document Not Available from EDRS.

Descriptors—Childrens Books, *Communication Skills, Composition (Literary), *Creative Teaching, Creative Writing, *Creativity, Disadvantaged Youth, *Elementary School Curriculum, Grammar, Handwriting, *Language Arts, Language Skills, Listening Skills, Oral Expression, Reading, Spelling

Various teaching methods designed to creatively communicate language arts concepts in the elementary grades are discussed in this book. It is intended for both the in-service teacher who wants to familiarize himself with current research in language arts teaching and the teacher-in-training who wants to increase his creative teaching ability. Among the subjects discussed are communication concepts, language acquisition, making experiences into adventures that can be used in creatively teaching language arts, listening skills, oral expression, reading, children's literature, creative writing, handwriting, spelling, grammar, composition, and teaching the disadvantaged child. Each chapter includes a selected bibliography. An appendix provides a list of characteristics of creative children, and an index is also included. (DI)

ED 076 995 CS 200 459

Meade, Richard A., Ed. Small, Robert C., Jr., Ed.
Literature for Adolescents: Selection and Use.

Pub Date 73

Note—304p.

Available from—Charles E. Merrill Publishing Company, A Bell & Howell Company, Columbus, Ohio (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—*Adolescents, *English, Junior High Schools, Literary Criticism, Literature, *Literature Appreciation, Novels, *Reading Interests, *Secondary Education, Youth

24 Document Resumes

This collection of articles discusses the selection and use of literature for the adolescent reader. The essays can be used in classes preparing junior high or high school English teachers, or they can be used as continuing preparation by experienced teachers. The six sections of the book include: a general discussion of the literature classroom; why literature should be taught to adolescents; themes in adolescent literature; the literary quality of books for adolescents; various classroom uses of adolescent literature; and a final section about research on reading attitudes of adolescents. (D1)

ED 076 996 CS 200 461
Classroom Practices in Teaching English—1965-66: A Third Report of the NCTE Committee to Report Promising Practices in the Teaching of English.

National Council of Teachers of English, Champaign, Ill.
 Pub Date 65
 Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Classroom Techniques, *Composition (Literary), *Culturally Disadvantaged, *Curriculum Development, Dropout Prevention, Educationally Disadvantaged, *English Instruction, English Programs, Language Instruction, Linguistics, Student Evaluation, Tape Recordings, Teacher Administrator Relationship, Teaching Conditions, *Teaching Methods, Teaching Techniques, Vocabulary

The 13 articles in this report fall into four categories: programs for the culturally disadvantaged, teaching composition, curriculum revision, and detailed classroom practices. Mildred A. Dawson outlines compensatory programs used in Sacramento, California, to prevent drop-outs; Lois Grose concentrates on the pattern-practice method of teaching standard speech; and Agnes Snyder recounts two classroom practices that engaged the interest of disadvantaged elementary students. On composition, Carl A. Barth discusses the program being developed at the Northwestern Curriculum Study Center; James F. McCampbell and Bernard J. McCabe study the special composition problems of students needing remedial work or possessing limited academic ability; Fred Swinnerton illustrates the use of paintings for developing a theme topic; and Bruce Hawkinson comments on the value of "tape-grading" compositions. On curriculum revision, Richard Bosone and Eric Nicolet describe how cooperation between teachers and the Board of Education can upgrade teaching; and Dorothy Davidson reports on the development of a course in linguistics for Texas high schools. In the final section, Georgette Hickman describes a method for teaching vocabulary in the junior high school; Rollin Aleshire presents an 11th-grade classroom unit on "John Brown's Body" and Elaine Atkinson outlines the use of newspapers in high school English programs. (This document previously announced as ED 023 681.) (LH)

ED 076 997 CS 200 462
Classroom Practices in Teaching English, 1969-1970. Focus: Minorities: Communicating the Dream's Responsibility.

National Council of Teachers of English, Champaign, Ill.
 Pub Date 69
 Note—64p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00849, \$1.25 non-member, \$1.10 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, American Literature, Classroom Communication, *Communication (Thought Transfer), *Composition (Literary), Disadvantaged Youth, Drama, *English Instruction, Instructional Aids, Literature Appreciation, Minority Groups, Negro Achievement, Negro Culture, Poetry, Reading Instruction, *Teaching Methods, *Urban Education, Writing Skills

The 19 articles on teaching methods collected in this seventh report of the NCTE Committee on Classroom Practices focus on Afro-American ideas, communication, and teaching in megalopolis. Specific topics discussed include (1) the teaching of reading and writing to disadvantaged children, (2) the utilization of black authors and poets in literature courses, (3) slides, tapes, soul music, and "happenings" as

techniques for motivating student writing, (4) a pilot core program designed to aid the disadvantaged student, (5) the replacement of textbooks by films, paperbacks, and mimeographed papers to provide relevant material in confronting contemporary social and economic problems, (6) placing an emphasis on Negro leaders in teaching disadvantaged second-grade children, and (7) play performance as a method of teaching literary drama to students for whom English is a second language. (This document previously announced as ED 033 947) (JM)

ED 076 998 CS 200 463

Rollins, Charlemagne, Ed.

We Build Together.

National Council of Teachers of English, Champaign, Ill.
 Pub Date 67
 Note—95p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 43759, \$1.65 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Biographies, *Childrens Books, Elementary Grades, *English Instruction, Fiction, Folklore Books, Junior High School Students, Music, Negro Dialects, *Negroes, Negro History, Poetry

This bibliography, like two previous editions in 1941 and 1948, lists those books for children and young people which present Negroes as human beings and not as stereotypes. The introduction assesses the progress which has been made in this area since the first edition in 1941 and articulates the guidelines for selection. The books cited are ordered into the following categories—(1) picture-books and easy-to-read books, (2) fiction, (3) history, (4) biography, (5) poetry, folklore, and music, (6) science, and (7) sports (both fiction and nonfiction). Each entry notes the recommended grade level and includes a brief evaluative description of the book and summary of its contents. Author and title indexes are provided as well as a list of sources for books, a directory of publishers, and an index to the biographies cited in the bibliography. (This document previously announced as ED 015 209.) (DL)

ED 076 999 CS 200 464

Hogan, Robert F., Ed.

The English Language in the School Program.

National Council of Teachers of English, Champaign, Ill.
 Pub Date 66
 Note—271p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 25109, \$2.75 non-member, \$2.50 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—American English, Composition (Literary), Curriculum Development, Dictionaries, *Elementary Education, *English Curriculum, *English Instruction, Language Instruction, Language Programs, *Language Research, Language Usage, Linguistics, Linguistic Theory, *Secondary Education, Standard Spoken Usage, Teacher Education

The 22 papers in this publication, drawn from the 1963 and 1964 NCTE Spring Institutes on Language, Linguistics, and School Programs, concentrate on the relevance of recent scholarship for English language programs in elementary and secondary schools. Language theory is the focus of articles by Harold B. Allen, Sumner Ives, Albert H. Marckwardt, W. Nelson Francis, Priscilla Tyler, William R. Slager, and Noam Chomsky. Papers concerned with language usage are by David W. Reed, Jean Malmstrom, Karl W. Dykema, Robert C. Pooley, Hans Kurath, Philip B. Gove, and Raven I. McDavid, Jr. Articles concentrating on the language curriculum are by Robert L. Allen, Dudley Bailey, Ruth G. Strickland, Albert H. Marckwardt, Harold B. Allen, and Francis Christensen. A bibliography on generative-transformational grammar, by Don L. F. Nilsen, is included. (This document previously announced as ED 037 428.) (JM)

ED 077 000 CS 200 465

Squire, James R., Ed.

A Common Purpose: The Teaching of English in Great Britain, Canada, and the United States. A Report of the International Conference on the Teaching of English (Boston, Massachusetts, November 24-28, 1965).

National Council of Teachers of English, Champaign, Ill.

Spons Agency—National Association for the Teaching of English (England).

Pub Date 66

Note—228p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 01107, \$3.30 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Composition (Literary), Educational Research, Elementary Education, *English Instruction, *English Programs, Inservice Teacher Education, Language Instruction, Linguistics, Literature, Oral English, Secondary Education, Student Evaluation, *Student Testing, *Teacher Associations, *Teacher Education, Testing Programs

Identifiers—Canada, *Great Britain

The 35 papers presented at the 1965 International Conference on the Teaching of English, sponsored by the National Council of Teachers of English of the United States and the National Association for the Teaching of English of Great Britain, are collected in this volume. In the first section, the aims and purposes of teaching English in the United States and Great Britain are discussed, and methods for realizing common goals are suggested. The second and largest section of the volume contains papers on mutual problems in the teaching of language, literature, and composition. Approaches to teaching English in the elementary grades in the next section, the value and accuracy of literature examinations in Britain, the use of external examinations in U. S. public schools, and the impact of examinations on American independence schools are evaluated. Section five deals with higher education, teacher education, and research; and the last section surveys the growth and organization of associations of English teachers, as well as discussing their cooperation and coordination. Sixteen pages of selected references on the teaching of English in Anglo-American countries are appended. (This document previously announced as ED 023 680.) (LH)

ED 077 001 CS 200 466

Brett, Sue M., Ed.

Supervision of English, Grades K-12: A Resource Book for State and Local School Systems. Guidelines, Procedures, Models, Reports and Recommendations from the Conference of Supervisors of English (Washington, D. C., February 1964).

National Council of Teachers of English, Champaign, Ill.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [65]

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, College Supervisors, Elementary School Supervisors, English Instruction, *English Programs, High School Supervisors, *Inservice Teacher Education, Leadership Training, *School Supervision, State Supervisors, *Supervision, Supervisor Qualifications, Supervisors, Supervisory Activities, *Supervisory Methods, Supervisory Training, Teacher Supervision

This volume contains the recommendations for improving English supervision which were formulated at the USOE Conference of Supervisors of English. James R. Squire discusses the present state of supervisory procedures and inservice teacher education, and Helen F. Olson reports the findings of the 1962 National Council of Teachers of English Survey of English Supervisors. The recommendations prepared at the conference are then collected under six headings: (1) Placement of Responsibility for Supervising the English Program, (2) Professional Status, Duties, and Relationships of the English Supervisor, (3) Inservice Education of English Teachers, (4) Procedures for Improving Curriculum and Producing Curriculum Guides, (5) Procedures and Criteria for Selecting Teaching Materials, and (6) Establishment of a Favorable Teaching Environment. The problems of English supervision at the superintendents' level are discussed in papers by J. E. Miller and Robert S. Fleming. Reports on current programs of English supervision in Texas, Florida, Troup County (Georgia), Pittsburgh, and Portland (Oregon) are presented by Dorothy Davidson, Paul H. Jacobs, Bernice

Freeman, Lois M. Grose, and Marian Zollinger respectively. Excerpts from the conference discussions are appended. (This document previously announced as ED 023 679.) (LH)

ED 077 002 CS 200 514
Brown, Rexford G.

Understanding Imaginative Language: Theme 1 of the National Assessment of Literature.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-L-01

Pub Date Mar 73

Note—212p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.65)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Education, Educational Accountability, *Elementary Education, English, *Imagination, Literary Conventions, *Literary Discrimination, Literary Mood, Literary Styles, Literature, Literature Appreciation, Metaphors, *Poetry, Puns, *Secondary Education

Identifiers—*National Assessment of Educational Progress

This study includes exercises which assessed five rudimentary skills involved in understanding and interpreting imaginative literature. The study is one of a series by the National Assessment of Educational Progress, which gathers information about the educational attainments of 9, 13, and 17 year olds and adults (ages 26-35) in ten subject areas. This report includes the testing devices and detailed discussions and graphs of the results for exercises in (1) the rhythm and logic of poetry; (2) ability to recognize puns; (3) recognition of the tenor and vehicle of metaphors in poems; (4) "form similarity exercises," requiring people to choose the genre best describing similar types of writing; and (5) "inference exercises," requiring identification of the tone of a passage and a written defense of the answer. In addition to these topics, the study includes an abstract of the results, a discussion of how the results are presented, and a discussion of the limitations of the data. An appendix presents the complete results for all of the exercises, including the national percentages, the standard errors, and the differences from the national figures for each group studied. (Author/DI)

ED 077 003 CS 200 515
Tway, Eileen

Implications of Research Studies in the Teaching of Writing (1966-1971).

Pub Date Feb 73

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Composition (Literary), Educational Research, *Elementary Education, Teaching, Teaching Methods, *Teaching Techniques, *Writing Skills

This paper, which searched studies of the teaching behavior of elementary school writing teachers, found few studies with documented evidence of actual teaching behaviors. Most studies were concerned more with examining teaching approaches than with examining actual teaching behavior involved in the approaches. The writer argues that the "approach" studies are relatively easier to conduct than studies assessing teaching behavior. There is a need for criteria for analyzing what the teacher does when he teaches writing. Better measuring instruments are also needed so that researchers will know when a specific teaching behavior has been successful. The writer also argues that research in teaching behavior of composition teachers ought to be better coordinated so that this research will have wider scope and broader implications for the elementary school program. (DI)

ED 077 004 CS 200 516
Maynard, Harry E.

What Contribution Can General Semantics Make to the Communication Arts?

Pub Date Nov 72

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Critical Thinking, *Language Arts, Language Role, Language Skills, *Literature Reviews, *Semantics

Identifiers—*General Semantics

Discussion in this paper is given to some studies and texts devoted to the study of general semantics, which is defined as the study of language operations in real human contexts with emphasis on the human consequences of these operations. Mentioned are (1) books by S. I. Hayakawa, Wendell Johnson, Irving J. Lee, and Stuart Chase; (2) lesson plans on general semantics written by two teachers with extensive experience in the teaching of English in the New York City schools; (3) materials available from the International Society of General Semantics; (4) Irwin Berger's dissertation, entitled "Improving Composition through Emphasis on Semantic and Critical Thinking"; (5) Howard Livingston's study on "The Effect of Instruction in General Semantics on Critical Reading Ability of Tenth Grade Students"; (6) Ruth Ralph's dissertation, which documents the contribution general semantics can make in the communication arts curriculum; (7) Alfred Korzybski's contributions to general semantics; (8) John Black's award-winning dissertation on "The Effect of Instruction in General Semantics on Ethnic Prejudices as Expressed Measurements of Social Distance, Egocentrism, and Authoritarianism"; and (9) Patrick O'Brien's article, entitled "The Sesame Land of General Semantics." (HS)

ED 077 005 CS 200 517

Reynolds, Jerry

ENGLISH in the Context of Survival: Changes Before It Is Too 1990.

Pub Date Nov 72

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, English Curriculum, *English Instruction, *Language Arts, Relevance (Education), *Social Environment, Social Factors, *Student Interests, Student Needs, Teaching Methods

The uncertainties and issues in our society are not peripheral to but intrinsically a part of English, the author of this paper argues, and more alternatives in English are required to accommodate the diversity of life styles and value systems among students. If the English curriculum cannot grapple with these forces, then it deserves to be absorbed by other components of the curriculum. The most significant change in the subject-matter which will help insure the survival of English is the focus upon the learner in the learning process. The role of the teacher should become that of facilitating the learning process as a resource person rather than as a dispenser of facts. The focus of language instruction should rest with what the child can do with language since it exists within the student's power to create, rather than with following the textbook mechanically, chapter by chapter. Options must be broadened to include oral language and film experiences, open classrooms, and a sincere humanization of pedagogical approaches. Caution needs to be exercised so these innovations don't become the means for teachers to keep at "legitimate" distances from students. The needs and concerns of the students must be considered, and teachers must try to be human beings first and teachers second. (HS)

ED 077 006 CS 200 518

Fleming, James T.

Research Review and Critique: Teacher Behavior and Children's Oral Language/Speaking, 1966-1972.

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Language, *Language Research, *Literature Reviews, Oral Expression, *Research Methodology, *Research Needs, *Research Problems, Teacher Behavior, Verbal Communication

In an analysis of the research literature on specific teacher behaviors which focused on oral language or speaking, no studies were found

which could meet fully the criteria proposed for inclusion. Sources of problems lay in (1) the absence of an explicit theory of language underlying the study or series of propositions; (2) the failure to get beyond gross descriptions of complex matters, including behaviors, or, if the studies were focused narrowly, their generalizations were considerably out of proportion to what actually was done as a piece of work; (3) the lack of comparability among studies which had other characteristics in common; and (4) the nature and extent of the criteria as well as their relation to a few studies which did attempt to outline, manipulate, and then evaluate specific behaviors. Recommendations included a shift of subsequent attention to search areas which would yield more appropriate descriptive examples. Mentioned as especially promising was the relevance of the situational context of teacher behavior in relation to children's oral language and speaking with recent sociolinguistic research as a pertinent source for this search area. (HS)

ED 077 007 CS 200 519

Symes, Ken M.

Frittered Away by Details: Some Thoughts on Teaching Specifics.

Pub Date Nov 72

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstraction Levels, Cognitive Processes, *College Freshmen, *Composition (Literary), *Composition Skills (Literary), Descriptive Writing, *Teaching Methods

Teaching students to use specific details is perhaps the college writing teacher's most troublesome job. Much time and effort is wasted by marking students' papers with comments such as "specify," "details," "illustrate," or "demonstrate." Significant concrete details should occur to a writer before the generalization does, since the best kind of details that support an idea or suggest a feeling inhere in it from its beginning. An analysis of the mental operations which occur in the writing of details reveals that the student who is most proficient at this aspect of writing is able to put himself in the place of other readers even as he writes. To enable students to acquire this ability, teachers should assign students dramatic situations from which to write, spend time on pre-writing, and attempt to make students aware both of the tendency of the mature mind to generalize and of the difficulty of reversing generalizations to go back to the facts that led to them. (Author/DD)

ED 077 008 CS 200 520

Hauge, Kay

Environmental Studies in an Elective Communication Program.

Pub Date Nov 72

Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Ecology, *English, Environmental Criteria, *Environmental Education, Humanities, Literature, *Outdoor Education, Relevance (Education), *Secondary Education

This paper describes the use and value of courses in the physical environment offered as part of a non-graded elective program in the English high school curriculum. The writer, who has taught some of these courses, argues that there is a definite place for environmental studies in the humanities curriculum. One course, entitled "Wilderness as a Way of Life," not only included readings but also asked the student to do some wilderness living and to submit projects related to these experiences. A course in survival required reading in and experience of survival techniques. The author describes some of the books the student read in this course and some of the projects they created. An appendix includes the course outline for "Wilderness as a Way of Life," a discussion of some suggested projects for the course, and a list of books, films, and multimedia presentations relevant to the course. (Author/DI)

ED 077 009 CS 200 521

Bennett, John H.

Writing with Fire.

Pub Date Oct 72

Note—16p.; Forum paper presented at the Annual Meeting of the Midwest Modern Language Assn. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Composition Skills (Literary), Creative Teaching, Creative Writing, English, Language Styles, *Personal Interests, Personal Relationship, *Secondary Education, Student Teacher Relationship, *Writing Exercises

This paper proposes that the personal theme is a solution to the problem of motivating high school students to write better. The author, a high school English teacher, found that his students wrote poorly because they were writing on topics of which they had no intimate knowledge and because the theme assignments pleased the teacher, not the students. In an effort to overcome these shortcomings, the author asked his students to write for twelve minutes of each day on any topic from their own experience. After collecting the themes, the teacher scanned each for thirty seconds, underlining a memorable word, phrase, or line, but not making any written comments. At the end of the week each student rewrote one of his themes and ditto mastered it. The teacher did not distribute themes whose content might embarrass the student (these were discussed in private conference), but many of the other themes were discussed in class. No names were attached nor grades assigned until the end of the quarter. The writer argues that this method, which concentrated on the student's personal experience, resulted in much more successful writing. (DI)

ED 077 010

CS 200 522

Estes, Thomas

Reading Education for English Educators.

Pub Date Nov 72

Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Education, English Programs, *Reading Instruction, Reading Materials, Reading Programs, *Secondary Education, *Teacher Education, Teaching

This paper argues that reading courses ought to be a required part of the college curriculum for students preparing to teach English in secondary schools. At present, the author points out, only seven states require such training for secondary school certification. The author regrets that relatively few English teachers have had reading education, since quite a few of them are asked to teach reading. It is suggested that teachers elect to train themselves in reading or to enroll in reading courses and that they design reading lessons for their students and use English curriculum content as the basis of these lessons. Two texts are recommended for self-preparation, "The Psychology and Pedagogy of Reading" (Huey, 1918) and "Understanding Reading" (Smith, 1971). The author also suggests strategies for developing lessons in reading for the English class and recommends some books which can provide assistance in that development. (Author/DI)

ED 077 011

CS 200 525

Nicol, Elizabeth Anne

Research Design in the Arts: Suggested Approaches and an Illustration.

Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date Feb 73

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aesthetic Education, *Educational Research, *English Education, *Literary Analysis, Literary Criticism, Literature, *Literature Appreciation, Secondary School Students, Short Stories

Response to literature is the reader's response to the particular function of each element in a work; he is, or becomes, consciously aware of the ways in which aspects of the work interact to form the whole. Thus, response to narrative techniques—setting and exposition, dramatic moments, characterization, point of view, pattern and design, and words and language—is the special focus of the study. After reading two of the six short stories selected, 165 students from advanced high school English classes completed a

multiple-choice comprehension test which was developed for each story and which identified and eliminated students who had read the story carelessly or with little understanding. Then, to provide information about response to particular aspects of the stories, each student selected from an inventory of eighteen comments those most like his own responses. The analysis of responses to one short story are presented. Through the method developed for this study, insight was gained into student response to particular stories. Also, this study leads to new possibilities for describing those responses and for facilitating deeper and more articulate reactions to particular literary works. All six inventories are included in the appendix. (TO)

ED 077 012

CS 200 526

Smith, James A.

Creative Teaching of the Language Arts in the Elementary School. Second Edition.

Pub Date 73

Note—369p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Mass. 02210 (\$8.95 cloth, \$4.95 paper)

Document Not Available from EDRS.

Descriptors—Communication Skills, Composition (Literary), *Creative Activities, *Creative Teaching, Creative Writing, *Creativity Research, *Elementary Education, Grammar, Handwriting, *Language Arts, Learning, Listening, Oral Expression, Spelling, Writing

This book is the second edition of a study discussing research in creative teaching in language arts at the elementary school level. It is intended both for students in teacher education and for inservice teachers. A fundamental premise of the book is that to develop creativity in children the teacher should operate from a basic set of principles and behaviors. This book attempts to formulate those principles and to suggest strategies for teaching creativity and for teaching creatively. It is suggested that the book will be most effective when combined with the first volume of the "Creative Teaching" series, "Setting Conditions for Creative Teaching in the Elementary School," the author has summarized that volume in chapter one. The first part of this book, "The Nature of Communications," includes chapters on the nature of creativity in teaching, in communication, and in an approach to the language arts. Part two, "The Nurture of Creative Communication," includes chapters on the creative teaching of listening, oral expression, writing, handwriting, spelling, and grammar, forms, and word usage. Each chapter includes a selected bibliography. (DI)

ED 077 013

CS 200 528

Paul, Sherman, Ed.

Criticism and Culture: Papers Presented at the Annual Meeting of the Midwest Modern Language Assn. (St. Louis, October 23-25, 1969).

Midwest Modern Language Association, Iowa City, Iowa.

Pub Date 72

Note—123p.

Available from—Gerald L. Bruns, Executive Secretary, Midwest Modern Language Assn., 311 English/Philosophy Bldg., University of Iowa, Iowa City, Iowa 52240 (\$4.00)

Document Not Available from EDRS.

Descriptors—Cultural Enrichment, Cultural Factors, *Culture, English, Literary Analysis, *Literary Criticism, Literary Discrimination, Literature, *Nineteenth Century Literature, *Social Influences, Twentieth Century Literature

The thirteen papers in this collection were presented at the eleventh Annual Meeting of the Midwest Modern Language Association in 1969. The general concern of the collection is an examination of the relationships between literary and social criticism and culture. The first section, consisting of four papers, includes "The Present Plight of a Man of Letters," "Whatever Happened to Criticism," "Cultural Elitism and the Study of Literature," and "Social and Literary Values and their Analogical Resemblances." The second section, consisting of nine papers, includes "The Irony of Nature: Tennyson's 'Idylls' and the Problem of Culture," "Baudelaire: Literary Criticism and the Advent of Technology," "Matthew Arnold and the Castration of Culture," "Some Aspects of Nineteenth-Century Russian Criticism," "Culture and Counterfeit," "Dreiser

and Fitzgerald as Social Critics," "Sherwood Anderson and the Coming of the New Deal," "Czech Literature in the 1968 Crisis," and "The Concept of Formula in the Study of Popular Literature." (DI)

ED 077 014

CS 200 534

Bell, James B.

A Nonprint Response to Print.

Pub Date Nov 72

Note—7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Educational Innovation, Educational Methods, English, English Education, Instructional Media, Literature, *Multimedia Instruction, *Novels, Secondary School Teachers, *Student Teacher Relationship, *Teacher Education

This paper discusses some uses of nonprint media to support the study of novels by education students. The author suggests that students choose a novel that is short, interesting, and not too difficult; that they reach a consensus among themselves as to the theme of the novel; and that they express their interpretation through nonprint media. (Print must not be used.) The teacher is primarily a facilitator, one who has more questions than suggestions. The author, who has used this multi-media response process in his classes for four years, finds that the experience has increased his students' appreciation of literature and that it has also encouraged these prospective junior high school teachers to teach literature for the students' sake, not the teacher's. The author concludes that it is essential for students to become active, intelligent, and discriminating consumers of both print and nonprint media. He feels that this educational goal is best reached when the students, not the teachers, are the ones who use the equipment, plan the presentations, and discuss and evaluate interpretations of these media. (Author/DI)

ED 077 015

CS 200 535

Arnold, Stephen

Composition and the Principle of Redundancy.

Pub Date Nov 72

Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, November, 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Composition (Literary), *Composition Skills (Literary), English Curriculum

Identifiers—Communication Skills Program, *Principle of Redundancy

We need a different view of teaching writing—a principle that allows us to formulate sequential learning environments with specific objectives—what the author chooses to call the Principle of Redundancy. This principle provides the student with meaningful choices about how he will learn. It states, "In any language course, parallel back-up systems should be provided for the student if the primary system fails him." Its four stipulations are: (1) instruction must be directed at the average or below-average students, not just exceptional students; (2) curricula must incorporate insights from the frontiers of discovery and change to meet the specific language needs of each school's student population; (3) parallel back-up systems must be developed in accordance with each school's demography, resources, and purpose; and (4) courses must combine meaningful, structured learning activities with meaningful student choices about how to learn. Students in the experimental Communication Skills Program at Northern Illinois University have demonstrated the benefits of the application of this principle. (Author/DD)

ED 077 016

CS 200 536

Liedlich, Raymond D., Ed.

Coming to Terms with Language: An Anthology.

Pub Date 73

Note—289p.

Available from—John Wiley & Sons, Inc., Publishers, 605 Third Avenue, New York, N. Y. 10016 (\$4.95)

Document Not Available from EDRS.

Descriptors—*College Freshmen, Communication (Thought Transfer), Composition (Literary), Cultural Factors, *Instructional Materials,

*Language Role, *Language Styles, *Language Usage, Nonstandard Dialects, Nonverbal Communication, Rhetoric, Verbal Communication

Thirty essays on language and culture in their contemporary social contexts are brought together in this volume which differs significantly from other language readers in that it (1) treats only those aspects of the subjects that have demonstrated their appeal to a wide range of students, (2) emphasizes their social and cultural implications, (3) focuses on practical applications rather than theory, and (4) consists entirely of contemporary selections. The book is divided into six parts—Language and Reality, The Use and Abuse of Language, Rhetoric and Revolution, Language and Race, Verbal and Nonverbal Communication, and Language and Culture. Subjects explored include advertising, politics, war, obscenity, youth protest, revolution, and race. Each selection is accompanied by introductory notes and is followed by suggestions for discussion and writing. (HOD)

ED 077 017 CS 200 539
Guidelines for the English Program in the Middle School and in the Junior High School. Curriculum Bulletin No. 57.

New Orleans Public Schools, La. Div. of Instruction.

Pub Date 72

Note—137p.

Available from—New Orleans Public Schools, 731 St. Charles Ave., New Orleans, La. 70130 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Composition (Literary), Creative Writing, *Curriculum Guides, Dramatics, English, Grammar, Individualized Instruction, *Junior High Schools, Language Arts, Language Usage, *Literature, Mass Media, *Middle Schools, Oral Communication, Student Centered Curriculum

This curriculum guide discusses an English program for the middle school and the junior high school. The guide is based on the premise that the study of English involves helping the student to clarify, order, interpret, and communicate his experiences through the skillful use of language. This is achieved by allowing the student to exercise oral and written skills through performance-oriented methods, through contact with literature, through small and large group discussions, and in various communications media. The guide is divided into three sections: oral language experiences, written language experiences, and vicarious language experiences. Each section includes an overview, a description of behavioral goals and non-behavioral goals, and suggested techniques for implementing these goals. An appendix includes a selected bibliography of adolescent literature. (DI)

ED 077 018 CS 200 540
Creative Dramatics Handbook.
 Philadelphia School District, Pa. Office of Early Childhood Programs.

Pub Date 71

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Affective Behavior, Childrens Games, Creative Activities, *Creative Dramatics, Creativity, Dialogue, Drama, *Dramatics, *Elementary Education, *Language Arts, Music, Pantomime, Puppetry, Sensory Training, Skits, Social Studies, Teaching Guides, Theater Arts

This handbook on creative dramatics at the elementary school level is primarily intended to assist the teacher who already has some training in creative dramatics. The handbook contains sections on (1) the philosophy and objectives of the program, including a discussion of an affective curriculum; (2) definitions of key concepts, including general rules for improvisations; (3) sequence and techniques, including activities using the physical senses, emotion, characterization, dialogue, and story dramatization; (4) pantomime, advanced activities, and a section on the use of puppets; (5) activities for using creative dramatics in the language arts; (6) activities for using creative dramatics in social studies; (7) creative dramatics and the special child; (8) after school activities; (9) music, and (10) games. Bibliographies are provided for materials on creative dramatics, acting, education and creativity, games, poetry, collections, single records, and albums. (DI)

ED 077 019 CS 200 541

Literature: Released Exercises.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—R-02-L-20

Pub Date Apr 73

Note—330p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.95)

Document Not Available from EDRS.

Descriptors—Characterization (Literature), Drama, *Literary Analysis, Literary Conventions, Literary Mood, *Literature Appreciation, Metaphors, Mythology, *National Surveys, Novels, Parody, Poetry, *Reading Comprehension, *Reading Habits, Reading Interests, Student Attitudes

Identifiers—*National Assessment of Educational Progress

This volume contains 1970-71 Literature assessment exercises (all in the public domain) which have been selected for release at this time by the National Assessment of Educational Progress. Information furnished for each exercise includes: the literature objective it was designed to measure, the theme (section) in which it appears, relevant scoring categories, the age level at which it was administered, the time allotment and mode of administration, and the results obtained on each exercise. Four themes comprise the volume: (1) Understanding Imaginative Literature, which contains five kinds of exercises to measure student ability to "read a work with literary comprehension"; (2) Responding to Literature, with exercises measuring the student's ability to "become engaged in, find meanings in, and evaluate a work of literature"; (3) Recognizing Literary Works and Characters, which assesses ability to recognize literary works, parodies of famous works, literary allusions, myths, and story patterns; and (4) A Survey of Reading Habits, which explores reading attitudes, preferences, and so on. (MF)

ED 077 020 24 CS 200 542
 Brown, Rexford

Responding to Literature: Theme 2, Literature.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—R-02-L-02

Pub Date Apr 73

Note—190p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.85)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, *Adults, *Children, English, Evaluation, *Literary Analysis, Literary Discrimination, Literature, *Literature Appreciation, Poetry, Short Stories

Identifiers—*National Assessment of Educational Progress

This study presents the second of four reports of the results of the 1970-71 National Assessment of Literature. The educational attainments of nine-year-olds, thirteen-year-olds, seventeen-year-olds, and adults (ages 26-35) were surveyed according to the subjects' ability to become engaged in, find meanings in, and evaluate a work of literature. Respondents made verbal remarks about poems and stories; these remarks were tape-recorded and classified according to four categories developed by Alan Purves and Victoria Rippere: engagement-involvement, perception, interpretation, and evaluation. The respondents also wrote essays about stories or poems; these essays were classified as inadequate, barely adequate, adequate, or superior. The bulk of this report consists of sample responses to the exercises; judgments about the worth and implications of the responses are left to the reader. (Some charts have poor reproducibility due to type size; pages 179-231 containing statistical data of results are omitted because of nonreproducibility due to type size.) (DI)

ED 077 021 24 CS 200 543
 Gadway, Charles J.

Understanding Words and Word Relationships: Theme 1 of the National Assessment of Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—R-02-R-01

Pub Date Apr 73

Note—106p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Literacy, Critical Reading, *Elementary Education, Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Improvement, Reading Level, *Secondary Education, Semantics, *Word Recognition

Identifiers—*National Assessment of Educational Progress

This study presents the results of the 1970-71 National Assessment of Reading regarding "Understanding Words and Word Relationships." Subjects at four age levels—nine, thirteen, seventeen, and young adult (26-35)—were tested on eight aspects, or themes, of reading: (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) reading for significant facts in passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. The report presents a summary of the results for all ages tested, presents detailed results for each of the four age levels, and concludes by presenting comparisons of the results for various age levels. (Some sample exercises and charts will have poor reproducibility due to type size.) (DI)

ED 077 022 CS 200 561
 DeStefano, Johanna S.

Some Parameters of Register in Adult and Child Speech.

Pub Date 72]

Note—22p.; Unpublished study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Grade 1, Grade 3, Grade 5, *Language Development, Language Styles, Linguistic Competence, Linguistic Performance, *Negro Dialects, Sociolinguistics, *Standard Spoken Usage

Identifiers—*Linguistic Registers

Registers—language varieties set apart from other varieties by the social circumstances of their use—are linguistic universals operating in all speech communities. Ghetto black children learn to control registers pertinent to the domain of family and neighborhood—most of which are spoken in their vernacular. Ghetto children are also expected to add other registers, that is, "standard" features, to their linguistic repertoires after they enter school. The language spoken in school, the language of instruction register (LIR), often conflicts with the linguistic components of the black child's vernacular registers. After having studied the responses of black vernacular speaking children in grades 1, 3, and 5, it was found that the older the child, the more LIR features he produced—by grade 5, 71% of all responses were made in the LIR. Only word final consonant clusters (-sks and -sts) demonstrated very low levels of acquisition—4% by grade 5. The findings supported the contention that the process of language acquisition is a continual one, especially when sociolinguistic factors are taken into account. (HOD)

ED 077 023 24 CS 200 568

Hendrickson, Richard H. Gallegos, Frances S.

Using Creative Dramatics to Improve the English Language Skills of Mexican-American Students. Final Report.

California State Coll. - Sonoma, Rohnert Park. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-1-022

Pub Date Oct 72

Contract—OEC-9-72-0028(057)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Dramatics, Grade 2, Grade 6, Grade 7, *Language Instruction, Language Skills, *Mexican Americans, Nonstandard Dialects, Psycholinguistics, Sociolinguistics, *Speech Skills, *Standard Spoken Usage

Recent findings in psycholinguistics and sociolinguistics indicate that the primary aim of oral language instruction for speakers of nonstandard English should be to help students translate their latent English competence into effective performance in a wide range of styles and modes, rather than merely to teach forms of standard English. One proposed means of accomplishing this goal has been classroom dramatics, especially involving the simulation of real-life language situations. To test this approach for improving the English skills of Mexican-American students, a small scale experiment was conducted for ten weeks using creative dramatics with 58 second, sixth, and seventh grade students. Improvement in language skills in the experimental groups was evaluated in comparison with that of similar students in control groups. Videotape was extensively used in teaching, documenting the project activities, and assessing the results. The outcome, though not conclusive, suggests that creative dramatics promotes more effective use of English and may be adapted to conventional classrooms. (Author/DI)

ED 077 024 CS 200 569
O'Donnell, Roy C.

An Instructional Module Designed to Heighten Awareness of Syntactic Structure. Studies in Language Education, Report No. 1.
Georgia Univ., Athens. Dept. of Language Education.

Pub Date Apr 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, English Instruction, *Perception, *Programmed Materials, *Secondary Education, *Sentence Structure, Surface Structure, Syntax, *Transformation Generative Grammar.

Based on the assumption that awareness of certain aspects of underlying structure is basic to comprehending the meaning of a sentence, the module described in this report (English Sentence Structure: Programmed Exercises) is designed to increase the learner's awareness of English syntactic structure. The materials follow a programmed format with correct responses provided in the left-hand margin for immediate self-checking. Section one deals with basic sentence patterns and their parts and with parts of speech; section two distinguishes surface structure from underlying structure; and section three deals with subordinated sentences and provides experience with various kinds of sentence-combining problems related to exercises in analysis and paraphrase. The level of difficulty of the module was tested on three ninth-grade classes. Results indicate that the module would be appropriate for high school students of average and above average ability levels or for college students who have not had a course in transformational grammar. (The programmed exercise themselves compose the majority of the document.) (See related documents CS 200 570, and CS 200 571.) (HOD)

ED 077 025 CS 200 570
O'Donnell, Roy C.

A Test of Perception of Syntactic Alternatives. Studies in Language Education, Report No. 2.
Georgia Univ., Athens. Dept. of Language Education.

Pub Date May 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, Grade 9, Grade 10, *Language Tests, *Linguistic Patterns, *Measurement Instruments, *Syntax, *Test Construction, Test Reliability, Test Validity

The O'Donnell "Perception of Alternate Structures Test" (P. A. S. T.) was designed to produce a more efficient measure of perception of syntactic features. Like Simons' "Deep Structure Recovery Test" (D. S. R. T.), the P. A. S. T. has two sentences in each item that are similar in underlying structure. Like the earlier O'Donnell "Test of Recognition of Structural Relationships in English," it employs nonsense vocabulary to encourage reliance on syntactic rather than lexical cues to structure. Of the thirty items on the test, two measure perception of the active-passive alternatives, two the indirect object-prepositional phrase variations, six the relative clause-reduced relative variations, and two the adverbial clause-abridged adverbial alternatives. Six items deal with noun clauses-infinitive-gerund phrase op-

tions. Although results from administering the test to 87 ninth-graders and 62 tenth-graders show reliability indices for individual items are low, the test reliability coefficient of .816 and the apparent validity of the test seem to justify its use until a better instrument can be devised. (See related documents CS 200 569, and CS 200 571.) (HS)

ED 077 026 CS 200 571
O'Donnell, Roy C. Smith, William L.

Use of an Instructional Module to Heighten Awareness of Syntactic Structure. Studies in Language Education, Report No. 3.

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Jun 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Grade 9, Grade 10, *Language Research, Language Tests, *Programmed Materials, *Secondary Education, *Sentence Structure, Syntax

This study attempted to explore the possibility of increasing sensitivity to syntactic structure by exposing subjects representing a range of ability to a programmed sentence structure module. Students in three ninth grade classes who had completed four weeks of supplementary work with "English Sentence Structure: Programmed Exercises" and scored 70 percent or higher on achievement tests were tested using the "Perception of Alternate Structures Test" to determine if they would score higher than a comparable group of tenth graders who had not had instruction in the sentence structure module. Although the mean score on the structure test for the tenth graders was not higher than the ninth grade post-test mean, it was significantly higher than the ninth grade pretest mean. Thus, the results of this project affirm that sensitivity to syntactic structure can be increased by direct instruction, although the extent to which such increased sensitivity to structure can lead to improvement in reading comprehension skills is yet to be adequately demonstrated. (A background of related studies, descriptions of materials and procedures, and a brief bibliography are provided.) (See related documents CS 200 569, and CS 200 570.) (MF)

ED 077 027 CS 200 576
Jaffe, Samuel

Interdisciplinary Approaches—Past and Present—to Foreign Language and Literature Studies.

Pub Date Oct 72

Note—8p. Paper presented at the Annual Meeting of the Midwest Modern Language Assn. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elective Subjects, German, German Literature, *Graduate Study, *Interdisciplinary Approach, Language Instruction, *Language Programs, Language Role, Languages, Literature, Literature Programs, Medieval History, Modernism, *Undergraduate Study, *World Literature

This paper discusses some past and present interdisciplinary approaches to foreign language and literature (FLL) studies. It is argued that the current unpopularity of FLL studies in the United States is the consequence of falling away from viable traditions of scholarship and teaching in this area. A model for reform which reawaken interest in FLL studies, is outlined using Germanic languages and literature as an example. An undergraduate program is proposed which is organized around a study of a number of historical periods in which the conflict between traditionalism and modernism is especially sharp. This program would use perspectives from political, social, economic, legal, cultural, and intellectual history to inform FLL studies. It is also suggested that a number of special elective courses for non-majors be offered dealing with narrow topics of broad interest, such as "The Literature of National Socialism." Recommendations are also made for an interdisciplinary program of FLL studies on the graduate level. (DI)

ED 077 028 CS 200 577
Richardson, Betty

The Happy Hooker in the Classroom: Female Rights and Professional Responsibilities.

Pub Date Oct 72

Note—7p. Paper presented at the Annual Meeting of the Midwest Modern Language Assn. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, *Equal Opportunities (Jobs), Females, *Feminism, *Self Actualization, Sex Discrimination, *Stereotypes, Working Women

This paper addresses the question of whether professional women present the best models for the young to follow, suggesting that perhaps women do much to substantiate the very myths that destroy them. Images that are used by women to amuse, bewilder, or infuriate their male counterparts (and that perpetuate sexist stereotypes) include (1) the stolid intellectual who tends to be abrasive, exploitative, and sometimes blatantly self-seeking; (2) the woman who strives for equality through sexual dress (3) the whiner who meets every argument or difficulty with a temper tantrum or flow of tears; (4) the women whose primary commitment is to home and family; and (5) the submissive female who strives to recognition by serving others. New feminist programs need to emerge that can include the whole community in guiding women toward self-education and self-development. Feminist programs must demand toughness of intellect, dedication of purpose, and integrity of knowledge so that feminism can be distinguished not by its flash or kitsch, but by its adaptability to the highest traditions of wisdom and learning. (HOD)

ED 077 029 CS 200 581
Knapp, John V. Slotnick, Henry B.

Writing: Group Results A and B for Objectively-Scored Exercises; 1969-70 Assessment, National Results by Region, Sex, Color, Size and Type of Community, and Parental Education.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—11

Pub Date May 73

Note—90p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business English, Composition (Literary), *Composition Skills (Literary), *Educational Research, Elementary Education, Expository Writing, Racial Differences, Secondary Education, Sex Differences, Social Differences, *Technical Writing, Writing, *Writing Skills

Identifiers—*National Assessment of Educational Progress

This study reports the findings of that part of the 1969-70 National Assessment of Educational Progress which surveyed certain kinds of writing skills. Respondents were children, teenagers, and young adults (ages 26-35) who wrote exercises related to the objectives of (1) writing to communicate adequately in a social situation, (2) writing to communicate adequately in a business or vocational situation, (3) writing to communicate adequately in a scholastic situation, and (4) appreciating the value of writing. The survey is divided into four chapters, each of which reports detailed results of the exercises related to the four objectives. Results are discussed and reported in graph and chart form and are presented for an age group as a whole and for groups representing (1) different regions of the country, (2) both sexes, (3) different races, (4) different sizes and types of communities, and (5) for persons having different parental education. (See related document ED 051 245.) (Some material will have poor reproducibility due to type size.) (DI)

ED 077 030 CS 200 582

Rhyme, Frances Dodson

Manglish: What's It All About?

Pub Date Oct 72

Note—18p. Paper presented at the Annual Meeting of the Midwest Modern Language Assn. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Cultural Images, Diachronic Linguistics, *Feminism, *Language Usage, *Sex Discrimination, Social Attitudes, *Stereotypes, Synchronic Linguistics, *Textbook Bias

A look at some English and American dictionaries and encyclopedias affirms the charge of "Manglish"—a male orientation of the English lan-

guage. Sex stereotypes are manifested in occupational titles, certain cultural notions, and societal attitudes which are reflected in our language. School texts and dictionaries perpetuate this sexism and continue to keep women in a passive role against the natural cultural and evolutionary process of liberation presently occurring. In order to change attitudes, sexists claim language must also change. Already words such as sexism, chauvinism, chairperson, and Ms. have crept into the language and some now appear in dictionaries and official correspondences. Language is beginning to reflect social change. (HOD)

ED 077 031 CS 200 583

McDowell, Margaret B.

Male and Female Chauvinism in the Teaching of Language and Literature.

Pub Date Oct 72

Note—8p.; Paper presented at the Annual Meeting of the Midwest Modern Language Assn. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Feminism, *Literary Analysis, *Literary Criticism, *Sex Discrimination, *Stereotypes, *Student Attitudes, *Student Reaction, *Textbook Bias

To offset sex-related chauvinism in the teaching of language and literature in the university, we must not only revise our courses, but we must also recognize and combat the inherited attitudes toward sexual roles disseminated in elementary and secondary schools. Furthermore, we need to neutralize any prejudiced concepts which the student may have previously assimilated. Teachers should enable students to recognize for themselves instances of sex bias in their previous education and to guard against the acceptance of such ready-made attitudes and distortions in their college experience. Teachers could begin a discussion of sex bias in culture with questions surveying the student's previous experience which could follow with discussions allowing students to compare views on the roles of men and women in our society. Through an exploration of literature, folk humor, television programming, advertisements, and other forms of media, students can focus upon the prejudice implied and the sexual stereotypes which are thus perpetuated. In this way the student can recognize occasional bias in otherwise sound literary criticism or other forms of communication. (HOD)

ED 077 032 CS 200 591

Kline, Charles Robert, Jr.

A Comparison of Language Sampling Techniques Using Second Grade Children.

Pub Date 71

Note—68p.; Ph.D. Dissertation, University of North Carolina

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Grade 2, *Interviews, *Language Patterns, *Language Research, *Linguistic Patterns, *Pictorial Stimuli, *Play, *Research Methodology, *Sampling, *Syntax

Using second grade children, this study was designed to investigate the differences (or lack of differences) among the Interview, the Picture Stimulus Interview, and the Free Play Situation techniques in the categories of productivity, thought groups, compound structures, complex structures, and words per thought group as a means of gaining a corpus of language for further study. A review of the research revealed that all three methods had been used but that no evidence existed for postulating the superiority of any one method. Subjects were divided into three groups, each exposed to a different method. Findings indicated significant differences existed among the three treatments although none existed between the Interview and the Picture Stimulus Interview. Furthermore, the research showed the Free Play Situation to be the weakest sampling technique. Consequently the following conclusions were drawn: (1) the recording of an interview is a better method than the recording of a free play situation for gaining a sample of children's language; (2) the inclusion or exclusion of picture stimuli will not make a difference in the subjects' speech; and (3) measuring the total number of words spoken by a subject in an interview will yield a good indication of that subject's performance on syntactic structures. (HS)

ED 077 033 CS 500 238

Quiggins, James G. Lashbrook, William B.

Task and Socio-Emotional Leadership in Ongoing Groups: A Theoretical Perspective.

Pub Date 72

Note—19p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Behavior, *Group Dynamics, *Group Relations, *Group Structure, *Individual Power, *Interaction Process Analysis, *Leadership, *Leadership Qualities, *Role Perception, *Social Influences

The purpose of this paper was to measure small groups at various stages of their development and observe the effects of changes in group process on emergence of role types and the impact these roles have on group membership as a whole. Most small group measuring instruments have been built around a task-leader or socio-emotional leader dichotomy. Lack of consistent direct relationship between the influence of individual members of the group and their position in the group suggests that an understanding of group leadership and power cannot be gained solely from a functional approach in a social influence perspective. The propositions and hypotheses of this paper are concerned with the general power a leader in a group holds over the membership throughout the group's life span. Proana 5 computer simulation was used to demonstrate the theoretical considerations of this paper in terms of small group interaction, providing a possible description of the interaction of on-going groups. (Author/LG)

ED 077 034 CS 500 248

Channey, David

Processes of Mass Communication.

Pub Date 72

Note—187p.

Available from—Herder and Herder, Inc., 1221 Ave. of the Americas, New York, N. Y. 10019 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Audiences, *Communication (Thought Transfer), *Films, *Film Study, *Information Dissemination, *Mass Media, *News Media, *Performance, *Performance Criteria, *Production Techniques, *Sociology, *Television, *Television Viewing

Identifiers—*Media Control (Public)

This sociological treatment of mass communications analysis first discusses the theories of audience behavior, then turns to the organization of media production, and closes with a study of performance. The book covers audience needs and gratifications, the history of British press and broadcasting results of systems of media distribution, the process of production as it happens in life situations, media content analysis, and alternate approaches to these topics. This British author concludes with the dramatic and mythic dimensions of mass communications media. Media are seen as a complex of various levels of technology, organization patterns, and cultural values. (CH)

ED 077 035 CS 500 249

Rosenblatt, Bernard S., Ed. Ingham, Susan D., Ed.

Report of the Aesthetic Education Center (American Educational Theatre Association Convention, Chicago, Illinois, August, 1971).

American Educational Theatre Association, Washington, D.C.; Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—103p.

Available from—American Theatre Assn., 1317 F. Street N. W., Washington, D. C. 20004 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aesthetic Education, *Art Education, *Cultural Enrichment, *Drama, *Educational Objectives, *Fine Arts, *Teacher Education, *Theater Arts

This report is a transcription of the proceedings of the Aesthetic Education Center meeting of 1971, sponsored by AETA and CEMREL, Inc. Following an opening statement, the report summarizes a panel discussion on "What Is Aesthetic Education?" which centered on finding approaches to relating the arts programs in schools more closely and in new ways to students and the public at-large. The second presentation dealt with three current aesthetic education projects: the Rhode Island Arts in Education project, the JDR 3rd Fund's Arts in Education program, and

the Aesthetic Education program of CEMREL, Inc. This was followed by a discussion session devoted to an attempt to perceive a process of evaluation and its relationship to aesthetic education in general and to theater in particular. The fourth session was based on the implications of aesthetic education for the education of teachers, and the meeting concluded with a summary statement on aesthetic education and its importance, particularly to the "underprivileged, the undereducated, and the underperceptive" child. (RN)

ED 077 036 CS 500 250

McEwen, William J. Hanneman, Gerhard J.

Public Service Advertising and Social Problems: The Case of Drug Abuse Prevention.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (58th, Chicago, Illinois, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Audiences, *Communication (Thought Transfer), *Drug Abuse, *Information Dissemination, *Persuasive Discourse, *Programming (Broadcast), *Propaganda, *Television

This paper explores certain findings of a DAIR (Drug Abuse Information Research) project undertaken at the University of Connecticut which is investigating the dissemination and impact of drug abuse information. Specifically, findings regarding audience response to persuasive antidrug abuse messages on television are discussed. On the basis of the obtained data the authors conclude that the media and message strategies currently employed in the United States in dealing with the drug abuse problem are simply not in accord with available research evidence. Media scheduling of drug abuse public service announcements appears to be done at random without evident concern for reaching intended audiences or generating maximum effect. Certain of the strategies commonly employed appear to produce reactions in seeming contradiction to stated message goals. The authors suggest that a rigorously planned set of information dissemination activities, in which both message and channel selection is geared to particular audience segments, is needed. (Author/LG)

ED 077 037 CS 500 252

Hazen, Michael D.

The Role of Attitudes in the Prediction of Behavior: A New Perspective.

Pub Date Apr 73

Note—29p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association (Psychological), *Attitudes, *Behavior, *Changing Attitudes, *Cognitive Processes, *Communication (Thought Transfer), *Perception, *Research Methodology, *Research Needs, *Thought Processes

Although some writers argue that attitude change is the key influence in behavior change, the accumulated research is far from supportive. The perceptual process of attribution can provide the necessary perspective from which to integrate these findings and stimulate new research. The role of attribution theory in the attitude-behavior relationship seems to be a crucial one. The attributions a person makes determine whether or not his attitudes are related to his behavior in any situation. The individual's perceptual point of view, the attributions that he associates with a behavior based on the appropriate attitudes, beliefs, social norms, and personal motives, affects how he organizes the information and data in his environment to make it understandable. Especially in the prediction of behavior, one must relate the cognitive system of a person to his behaviors. (LG)

ED 077 038 CS 500 253

Huseman, Richard C., Ed.

Communication in Conflict: A Communication Training Handbook for Law Enforcement Officers.

Georgia Univ., Athens.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 72

Note—138p.

Available from—Dr. Richard C. Huseman, Director of Interpersonal and Organizational Communication, Univ. of Georgia, Athens, Ga. 30601 (\$3.95)

Document Not Available from EDRS.

Descriptors—Communication Problems, *Communication Skills, *Instructional Programs, *Interpersonal Competence, *Law Enforcement, *Police, Practicums, Program Guides, Role Playing, Teaching Techniques, Video Tape Recordings

Identifiers—*Law Enforcement Assistance Administration

A communication training handbook developed for use in a pilot law enforcement training program, this manual contains materials relevant to the day-to-day activities of law enforcement personnel. Emphasis is placed on teaching methods which create a realistic approach to the study of communication. Video tape role playing sessions, conflict exercises, team-teaching techniques, and color films of campus riots to test perception are the instructional methods employed. The goal of these methods is to get participants involved in practical communication situations and realistic conflict situations. The manual contains all of the training materials used in the pilot training sessions, including outlines of the three introductory lectures on the communication process, nonverbal communication, and effective listening. Also included is the complete evaluation of the pilot training session and a 31 page bibliography with a special emphasis on communication pertinent to law enforcement. (LG)

ED 077 039 CS 500 254

Murphy, Paul L.

The Meaning of Freedom of Speech: First Amendment Freedoms from Wilson to FDR. Contributions in American History No. 15.

Pub Date 72

Note—401p.

Available from—Greenwood Publishing Company, 51 Riverside Avenue, Westport, Conn. 06880 (\$14.50 cloth)

Document Not Available from EDRS.

Descriptors—*Censorship, *Civil Liberties, Communication (Thought Transfer), *Dissent, *Freedom of Speech, Political Attitudes, Political Power, Politics, Social Action

Using the Jazz Age as his frame of reference, the author analyzes the role of dissent and its suppression in American life. The crisis in civil liberties which began with a wartime restriction of freedom of speech in 1918 evoked a counter-reaction from concerned citizens during the 1920s. Their efforts were vindicated in 1931 when a conservative-dominated Supreme Court, in a conservative era, moved to redefine First Amendment freedoms, guarantee freedom of speech, and, in effect, revolutionize constitutional law in the area of civil liberties. The opinions of a diversified segment of our citizenry are explored in appraising the general ambivalence of life and attitudes in the decade. (EE)

ED 077 040 CS 500 259

Hanks, William Longini, Peter

Access to the Airways: Rationale and Applications.

Pub Date Mar 73

Note—14p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, *Civil Liberties, Editorials, *Freedom of Speech, Government Role, *Mass Media, *Programming (Broadcast), Propaganda, Publicize, Television

Current movements toward greater public access to the airways are discussed. Traditional practices have limited access to journalists employed by stations and to those who purchase time and have allowed only limited responses to station-initiated editorials. Legal arguments that support citizen demands for more access arise from the First Amendment, the public-interest section of the Communications Act of 1934, the Fairness Doctrine amended into the Act, and the Programming Policy Statement of the FCC. Recent court litigation on this issue and the experimental programs in certain areas in developing means for increased public access are also discussed. (RN)

ED 077 041 CS 500 264

Larson, Charles U.

Communication During Grief.

Pub Date Apr 73

Note—11p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catharsis,

(Thought Transfer), *Death, *Emotional Experience, Emotional Response, Identification (Psychological), Individual Needs, *Interpersonal Relationship, Oral Communication, *Personal Relationship

The physical and psychological difficulties which accompany grief resulting from another's death are described, and the intrapersonal and interpersonal communication behaviors exhibited by bereaved individuals are outlined. The role of intrapersonal communication—the mourner communicating with himself—and interpersonal communication—the mourner communicating with others on an informal level—and the therapeutic value of communication concepts for dealing with grief are examined. The rapidly developing study of thanatology—the science of dying—and the emergence of grief therapy groups, in which those who have experienced grief meet with newly bereaved persons, are interpreted as testaments to the importance of communication as the prime variable in this situation. Communication provides a therapeutic catharsis for the mourner and, application of communication concepts in the verbalization of grief can provide a set of labels and information which help the grieving person deal with his problems. Effective intra- and interpersonal communication can ease the pain experienced by the mourners. (LG)

ED 077 042 CS 500 265

Brown, Charles T.

The Pleasures of Self-Talk.

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cerebral Dominance, *Cognitive Development, *Communication (Thought Transfer), *Emotional Development, Inner Speech (Subvocal), Language Development, Mysticism, Neurological Organization, Psychology, *Self Evaluation

Identifiers—*Lilly (John)

The pleasures and benefits of talking to one's self are presented in the context of self-understanding. The types of "self-talk" noted are writing, the trying out of future conversations to one's self, and soliloquizing before groups of people. Furthermore, speculation about the relation of the right and left hemispheres of the brain and communication between the two is offered. Work by John Lilly is used to delineate the various sophisticated levels of "self-talk" as self-consciousness, "the level of competence," critical awareness, and awareness of the "god-like side of our lives." (CH)

ED 077 043 CS 500 266

Tate, Eugene Miller, Gerald R.

Resistance to Persuasion Following Counterattitudinal Advocacy: Some Preliminary Thoughts.

Pub Date Apr 73

Note—19p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Changing Attitudes, *Communication (Thought Transfer), *Interpersonal Competence, *Motivation Techniques, *Persuasive Discourse, Research Reviews (Publications)

The authors employ earlier research as a springboard from which to further investigate the relative resistance to counterpropaganda of attitude change resulting from counterattitudinal advocacy and from passive exposure to a persuasive message. Two hundred and twenty-six undergraduate students enrolled in summer session courses in sociology, political science, and education at a small Michigan college were asked to write (Counterattitudinal Advocacy condition) and read (Passive Reception condition) persuasive messages which would ostensibly be used to convince college freshmen to live on campus. Various other activities were also required of the subjects. Considering earlier conclusions and the implications which ensued, the results of this study were disappointing. There were no differences in the amount of resistance to immediate counterpropaganda conferred by counterattitudinal advocacy and passive message reception.

Earlier findings of greater immediate attitude change for those engaging in counterattitudinal advocacy were not replicated. Several possible explanations for the negative results are observed in the discussion of the study. (EE)

ED 077 044 CS 500 267

Steinfatt, Thomas M. And Others

The George Wallace Shooting: News Diffusion and the Sleeper Effect.

Pub Date Apr 73

Note—25p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Information Dissemination, Information Theory, Interaction Process Analysis, *Mass Media, *Political Attitudes, Public Opinion, *Research Methodology

Identifiers—*Wallace (George)

Previous studies conclude that the assassination attempt on George C. Wallace was a news event of high, but not maximum, importance, implying that the majority of respondents in any sample would report first learning of the attack via mass media sources. The authors interviewed 144 persons in Ann Arbor, Michigan, regarding their awareness of the precipitating news item. The original hypothesis was proved invalid. The findings of Hovland and Weiss, that trustworthy sources bearing counter-informational tidings are most easily forgotten, were tested in a second survey, to determine whether this "sleeper effect" mechanism accounted for the differential rates of "reported media first hearing of certain news events." Data obtained by the authors were compared with and contrasted to earlier findings by other investigators. (EE)

ED 077 045 CS 500 268

Pace, R. Wayne

Organizational Associates: So You Want to Be a Consultant?

Pub Date Apr 73

Note—9p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Consultants, Counselor Functions, Employer Employee Relationship, Group Relations, Information Networks, *Interaction Process Analysis, *Management Systems, Organizational Climate, *Organizational Development

Rather than being motivated to assist people, individuals usually approach a career as a consultant with aspirations of obtaining prestige or supplementing their income. Being a speech teacher, although helpful, is not qualification enough for a position as a consultant in the areas of management and organizational behavior. The types of information which should be retained and analyzed by the efficient communications consultant in order to facilitate his objectives are listed. The major portion of the paper describes the Organizational Associates, a consulting group of university-affiliated educators who conduct on-the-premises process consultations, workshops, training programs, and communications audits. Names of the current twelve associated consultants and the five officers-directors are mentioned, and a sample training program designed for a federal agency and conducted with almost a dozen groups is included. (EE)

ED 077 046 CS 500 269

Krupar, Karen R.

Communication Games: Participant's Manual.

Pub Date 73

Note—187p.

Available from—The Free Press, 866 Third Avenue, New York, N. Y. 10022 (\$3.95)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Game Theory, Group Behavior, *Group Relations, Information Theory, *Interaction Process Analysis, *Interpersonal Relationship, Listening, Nonverbal Communication, *Role Perception, Social Discrimination, Verbal Communication

Using a series of communicational games, the author leads the participant through self-awareness, verbal and nonverbal communication, decision-making, problem-solving, and skills in perception, listening, and small group, organiza-

tional, and cultural communications. The thesis behind the book is that model-making, role-playing, or other forms of game-playing aid in describing the communication process in social interaction and help individuals to identify and resolve their own communicative needs. The work is primarily intended as a classroom supplement. (CH)

ED 077 047 CS 500 270

Theall, Donald F.

The Role of Aesthetic Theory in (Mass) Communications Theory.

Pub Date Apr 73

Note—21p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aesthetic Education, Art Appreciation, Body Language, *Communication (Thought Transfer), Drama, Films, Film Study, *Information Theory, Interpersonal Relationship, Literary Analysis, Mass Media, Mythic Criticism, Nonverbal Communication, Structural Analysis, *Symbolism, *Systems Analysis, Television, Visual Literacy

Identifiers—*McLuhan (Marshall)

This study in human communications ranges widely over scholarly work by Barthes, Bateson, Dewey, Richards, Peckham, Burke, and especially McLuhan, as well as art works by Warhol, Joyce, and various video tape and film makers. In surveying the developments in art and advertising, the author finds that the arts (1) are now a kind of laboratory for an experimental world (McLuhan's conception), (2) are engaged in a process of disturbing the existing order (Peckham), (3) are thus future directed, and (4) are, as sources of aesthetic theory, powerful guideposts for communication theorists and scholars (Burke). Thus a study of the world's arts, examined systematically as communication, will yield a recognition that the "futuristic symbolic language of the arts provides a proper . . . tool of comparison with the general communication system of the here and now." (CH)

ED 077 048 CS 500 271

Budd, Richard W., Ed. Ruben, Brent D., Ed.

Approaches to Human Communication.

Pub Date 72

Note—464p.

Available from—Spartan Books, 432 Park Avenue South, New York, N. Y. 10016 (\$10.00)

Document Not Available from EDRS.

Descriptors—Anthropology, Art, Biology, *Communication (Thought Transfer), Economics, History, *Human Development, *Information Theory, Journalism, Linguistics, Mass Media, Nonverbal Communication, Philosophy, Political Science, *Sciences, Sociology, Speech, *Technology

This anthology of essays approaches human communication from the points of view of: anthropology, art biology, economics, encounter groups, semantics, general system theory, history, information theory, international behavior, journalism, linguistics, mass media, neurophysiology, nonverbal behavior, organizational behavior, philosophy, political science, psychology, sociology, speech, symbolic interaction, therapeutic transactions, and zoology. As a group, the essays form a body that is basic, yet comprehensive, human communication study. Each essay includes a list of further readings drawn from primary works in the various views of the field of communications. (CH)

ED 077 049 CS 500 272

Jassem, Harvey C.

The Selling of the Compromise—1971, or Cable Television Goes to the City.

Pub Date 72

Note—121p.; M.A. thesis, The Ohio State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Broadcast Industry, Broadcast Television, *Cable Television, Closed Circuit Television, Commercial Television, *Court Litigation, *Federal Government, Mass Media, *Political Influences, Political Power, Programming (Broadcast), *Telecommunication, Television Viewing

The decision on use of cable television made by the Office of Telecommunications Policy (OTP) in the fall of 1971 is examined with spe-

cial stress on the regulatory, judicial, and political history of the subject. The various forces at work in the government, in industry, and from the public are studied as they relate to cable television in general and specifically to the 1971 ruling. The author concludes that the decision on cable television was ultimately a political one resulting from a compromise among the forces cited and the FCC and the OTP. (CH)

ED 077 050 CS 500 273

Stone, John D.

Conceptual Divisions Within the Speech Communication Association.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (Chicago, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Information Theory, *Linguistics, Mass Media, *Oral Communication, *Psychology, *Speech, Verbal Communication

Identifiers—SCA, *Speech Communication Association

This paper specifically discusses the differing methods by which certain conceptual divisions in the field of speech communication have been determined. Classifying the various conceptual approaches as (1) definitional analyses, (2) structural approaches, (3) research classifications, and (4) approaches reflecting a combination of these three, the author briefly reviews the major contributions made by speech professionals which establish some outline of the conceptual concerns of the discipline. He provides a detailed examination of the efforts of the national association, the cataloging system devised by Borden, and the SCA information retrieval system (SCAIRS), enumerating the divisional concerns stated by each. (LG)

ED 077 051 CS 500 274

Harless, James D.

Myth Structure and Media Fiction Plot: An Exploration.

Pub Date Apr 73

Note—25p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Content Analysis, Fiction, Folk Culture, *Mass Media, *Media Research, *Mythic Criticism, *Mythology, *Programing (Broadcast), Psychology, Social Systems, Sociocultural Patterns, Story Telling

Identifiers—*Campbell (Joseph)

Based on the general research of Joseph Campbell in adventure plots from mythology, the author explores the simplified monomyth plots currently in frequent use in mass media programing. The close relationship of media fiction to mythic stories is established through the analysis of more than 25 stories resulting from media broadcasting. The media stories fell into heroic genres but also contained considerable amounts of non-heroic content; however, the serial fiction heroes were likely to act as rescuers of weaker characters rather than act as hero-characters involved in tests of bravery or strength. (CH)

ED 077 052 CS 500 275

Haiman, Franklin S.

The Relationship of Age, Sex, Education and Urbanization to Free Speech Attitudes.

Pub Date Dec 72

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (Chicago, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Attitudes, Educational Background, *Environmental Influences, *Freedom of Speech, *Individual Characteristics, Personal Values, Sex Differences, *Social Influences, Urban Culture

This paper reports the findings of two surveys, compares them to previous research, and discusses the combined implications. Both surveys, (the first, conducted in Denmark in 1969; and the second, in Chicago and Evanston, Illinois, in 1971) reinforced previous findings of significant correlations between attitudes toward freedom of speech and the variables of age, sex, education, and urbanization. The author further discusses liberality of attitude as correlated with intravariability differences such as was found among younger and older adults, and suburban

and central city residents, etc. From the collective research data a hypothesis is derived, namely, that levels of tolerance increase or diminish as the modes of expression in question appear to serve or threaten vested interests. (Author/LG)

ED 077 053 CS 500 277

Cissna, Linda Surbaugh Cissna, Kenneth N.

An Economic Model of Interpersonal Communication.

Pub Date Apr 73

Note—26p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affection, *Alternative Schools, Communication (Thought Transfer), Competitive Selection, Consumer Economics, *Culture Conflict, *Economic Status, *Feminism, *Interpersonal Relationship, Mass Media, Persuasive Discourse, Psychological Needs, School Role, Socioeconomic Status, Values

Identifiers—Capitalism, *Marxian Analysis

A Marxian economic analysis of interpersonal communication within a capitalist system finds that capitalism, with its attendant stress on wholly economic values, produces a commodity-oriented society. Mass media advertising is the primary vehicle through which the capitalist culture indoctrinates the ideas of competition for the intangibles (love, friendship, etc.) as well as the tangible things of the culture. Thus intangibles become commodities. The counter-culture (flower children, purposive dropouts, etc.), community action groups (school liberation, free medical clinics, etc.), and women's liberation offer promise of improvement and rejection of society's consumer-oriented value system. (CH)

ED 077 054 CS 500 278

Trent, Judith S. Trent, Jimmie D.

The National Women's Political Caucus: A Rhetorical Biography.

Pub Date Mar 73

Note—12p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Liberties, Communication (Thought Transfer), *Feminism, Group Relations, Human Relations, *Interpersonal Relationship, *Rhetorical Criticism, *Social Attitudes

Identifiers—*National Womens Political Caucus

The National Women's Political Caucus is presented as the instrument on which the entire feminist movement will depend for leadership and eventual success. Development of the organization is described in the context of Rosenwasser's classification system of rhetorical analysis. The goals, tactics, and strategies of the Caucus are also discussed. An evaluation of internal (member-directed) communication reveals three purposes: reinforcement of the basic beliefs and goals of the Caucus and the movement of which it is a part, dissemination of information, and exhortation to action and unity. Purposes of external communication are to obtain media attention, to influence power agents, and to proselytize (to convert through consciousness raising). This analysis emphasizes that women acting in concert from the basis of strong political organization can have the power to shape any society or nation. (EE)

ED 077 055 CS 500 279

Shepard, David W.

Stipulated Definitions and Common Sense.

Pub Date Apr 73

Note—10p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, Colleges, *Debate, Deductive Methods, *Definitions, Persuasive Discourse, *Public Speaking, *Semantics

Identifiers—*Intercollegiate Debate

Intercollegiate debate competition depends on close and fair definition of terms for effective debates. Overly narrow or slanted definitions by affirmative debate cases so limit the ensuing argument that debate, as it is now conceived, cannot go on. Improper stipulation shifts fields of argument onto the affirmative case's grounds, rendering the negative, and thus the debate, impotent. Restoration of common sense in definitions, per-

happened enforced by judges is mandatory for proper continuation of intercollegiate debate. (CH)

ED 077 056 CS 500 280

Smith, Robert M.

Uses of Written Tests in the Basic Course.

Pub Date 5 Apr 73

Note—18p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Curriculum Design, Educational Accountability, *Evaluation Techniques, Information Theory, *Instructional Innovation, Literature Reviews, Research Reviews (Publications), *Speech Curriculum, Tests

Two implicit mandates are posited as fundamental to the consideration of any successful evaluation procedure by every instructor in the basic speech course. First, a clear philosophical position must be taken for guiding both the course objectives and the evaluation techniques. Second, a successful method for executing the philosophical position must be implemented. Described in the article are three forms of tests currently being developed at Wichita State University for use in the basic course. Written tests which meet certain criteria in development and which are matched to a philosophy conducive to developing and evaluating communicative competencies become the most valuable part of the basic course. (EE)

ED 077 057 CS 500 281

King, Emma Lou

The Race Issue in Mississippi Politics; A Content Analysis of Campaign Discourse in Mississippi's 1971 Gubernatorial Campaign.

Pub Date Apr 73

Note—17p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bicultural Government, Black Power, *Elections, Mass Media, Negro Attitudes, *Negro Leadership, Political Influences, *Political Issues, Political Power, Public Relations, Race Relations, *Racial Attitudes, Racial Discrimination, Racial Integration, *Rhetorical Criticism

Identifiers—*Mississippi

Racial attitudes were an issue in the 1972 Mississippi gubernatorial campaign between Charles Evers and William Waller. This conclusion is supported by test evidence consisting of content analysis of candidate speeches, news coverage of speeches in the form of direct quotations, printed issue position papers, and printed campaign advertising. A biracial group of college students was tested for connotations and denotations within sample prose works to form control data from which contrasts to Evers' and Waller's writings were drawn. Evers' rhetoric did not ignore this racial element found in the campaign; Waller's did. (CH)

ED 077 058 CS 500 282

Ilardo, Joseph A.

Person Perception and the Interviewer.

Pub Date Mar 73

Note—8p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Evaluation Techniques, Human Relations, Interaction, *Interaction Process Analysis, *Interpersonal Competence, *Interpersonal Relationship, Literature Reviews, Personnel Integration, *Role Perception, Speech Instruction

Only by being aware of the variables present when person "A" perceives person "B" ("person perception") can the student of industrial communications effectively draw impressions of others as an interviewer. The purpose here is to summarize pertinent research findings on person perception and to illuminate their utility to the interviewer. The interviewer's awareness of these findings and his following of the prescriptions set forth in the latter portion of the paper will assist him in performing his task more reliably and efficiently. These prescriptions should be a part of every course in which interviewing is studied and should occupy an important segment of future books on the topic. (EE)

ED 077 059

Fontes, Norm And Others

An Application of Force Aggregate Theory in Family Communication Networks.

Pub Date Apr 73

Note—20p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Communication (Thought Transfer), *Family Life, *Information Theory, Interaction Process Analysis, *Interpersonal Relationship, *Marriage, Parent Influence, Social Action, Social Attitudes

This study explores the effect that divorce has upon interpersonal influence in family communication directed at children. A paradigm utilizing Woelfel's Forced Aggregate theory was developed for exploration of the problem area. A number of practical and theoretical implications are presented. The research is intended to have far-reaching theoretical benefit for the social sciences in general in terms of information theory and network analysis. Its social significance lies in its applicability to a very severe problem area in society, namely a method by which courts can review their initial custodial decisions at a later point in time to determine whether the original decision should be modified because of changes in the family system. The possibility exists that this research may shed light on the causes of juvenile delinquency in such areas as illegal drug usage and vandalism. (EE)

ED 077 060

Schefflen, Albert E.

Body Language and the Social Order; Communication as Behavioral Control.

Pub Date 72

Note—208p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—Behavior, Behavioral Science Research, *Body Image, *Body Language, Communication (Thought Transfer), Counseling Theories, Human Posture, Interaction Process Analysis, *Interpersonal Competence, Kinesthetic Perception, *Nonverbal Communication, Self Concept, Social Adjustment, Social Behavior, Socially Maladjusted, Social Relations, *Systems Analysis, Systems Approach

Human communication, verbal and especially nonverbal, is based upon lower and earlier primate development as well as on extensive culturally learned behavior. Kinesthetic study can discover behaviors which maintain and disrupt social orders of all types—governmental, economic, familial, and personal. Communicational behavior exerts controls and limits on human freedom, especially as practiced by all kinds of institutions and in politics. The science of body communication must politicize itself so that it can help relieve mankind of the "double binding" process of neurotic and psychotic states of mind. (CH)

ED 077 061

McCombs, Maxwell Weaver, David

Voters' Need for Orientation and Use of Mass Communication.

Pub Date Apr 73

Note—16p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Mass Media, *News Media, Political Attitudes, *Political Influences, *Political Issues, *Television, Voter Registration, Voting

"Agenda-setting" is a concept that describes the effect of the news media on social groups and public opinion on major issues. Recent studies in communication are focusing on the power of the media, by selection of and emphasis on selected news, to influence public attention and to raise certain issues high on the public "agenda." The effect of the media on any individual depends on his level of need for orientation, as documented in the literature. The need for orientation leads to media use, which in turn leads to agenda-setting. Surveys conducted in North Carolina in the spring of 1972 led to the conclusion that there are strong positive relationships between the level of need for orientation and both the amount of use of mass communication and the degree of susceptibility to its agenda-setting effect. (RN)

CS 500 283

ED 077 062

Rossiter, Charles M., Jr. Mabry, Edward A.

T-Groups, Sensitivity Training and Group Problem Solving: Some Distinctions and Relationships.

Pub Date Apr 73

Note—11p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Decision Making, *Group Relations, Human Relations, *Interaction Process Analysis, *Interpersonal Competence, *Interpersonal Relationship, Laboratory Training, Personal Growth, T Groups

This "position statement" concerns the relevance and utility of laboratory training techniques in facilitating group problem-solving participation. Neither the sensitivity nor T-group experiences should be assumed a priori to be applicable to problem-solving activity. The article compares the various group experiences on five major characteristics: (1) intellectually conceived goals, (2) goal-determined feedback processes, (3) development tendencies, (4) leadership requirements, and (5) consequent effects on members. Attention is given to manifest differences between laboratory training groups and problem-solving discussion groups. The thrust of the analysis focuses upon the cognitive and experiential differences between these types of groups. Examples of contrasting types and uses of feedback, predictable trends in developmental sequences, the effects of untrained leaders, and potential stress on individual members tend to support the contention that laboratory group activities may not provide an appropriate model for improving problem-solving skills. (Author/EE)

ED 077 063

Brockett, Oscar G., Ed.

Studies in Theatre and Drama; Essays in Honor of Hubert C. Heffner.

Pub Date 72

Note—217p.; Published by the Mouton Press, The Hague

Available from—Humanities Press, Inc., 303 Park Avenue South, New York, N.Y. (\$22.75)

Document Not Available from EDRS.

Descriptors—Aristotelian Criticism, Comedy, Didacticism, *Drama, *Dramatics, Dramatic Unities, *Fine Arts, Seventeenth Century Literature, *Theater Arts, Theaters, *Theoretical Criticism, Tragedy

Identifiers—Shakespeare (William), *Theater Arts Criticism

The twelve essays (each by a different author) in this volume cover drama in a liberal education, comment on the tragic hero, remarks on "Hamlet" and "Hedda Gabler," notes on music and drama, comment on didactic drama, an examination of "Andre," studies of the Haymarket Theatre, London productions of American plays, Barney Williams, and Kamerny Theatre, and Antoine's experiments in staging Shakespearean and seventeenth century French drama. (CH)

ED 077 064

Nolan, Michael J.

Nonverbal Expressive Behavior in an Integrated Model of Human Communication.

Pub Date Apr 73

Note—28p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Skills, Conceptual Schemes, *Information Theory, *Interaction Process Analysis, Linguistics, Models, Nonverbal Communication, *Verbal Communication

One of the factors inhibiting development of a more descriptive theory of communication has been a poorly defined conceptual framework which places almost exclusive emphasis on verbal messages and overlooks an important feature of the communication process, the fact that effective communication develops from interaction among various message components. Theorists have posed a sharp distinction between verbal and nonverbal behaviors, although the function of both forms, the communication of information, is the same. Human communication is mediated by many channels and encoded in a variety of ways by individuals who utilize different amounts of in-

CS 500 286

tention, awareness, and feedback. The more descriptive communication model postulated is based on three dimensions: channel, code, and propositionality. Channels contain four separate media: voice, body, objects, and environmental physical features. The three types of both digital and analogic coding are intrinsic, iconic intrinsic, and arbitrary extrinsic. The third dimension is determined by the interaction of intent, awareness, and feedback. (RN)

ED 077 065

CS 500 289

Carney, John J., Jr.

Theoretical Value in Teaching Freedom of Speech.
Pub Date 10 Mar 73

Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Assn. (New York, March 10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Censorship, *Civil Liberties, Communication (Thought Transfer), Critical Thinking, *Dissent, *Freedom of Speech, Public Opinion, Social Action, Social Attitudes

The exercise of freedom of speech within our nation has deteriorated. A practical value in teaching free speech is the possibility of restoring a commitment to its principles by educators. What must be taught is why freedom of speech is important, why it has been compromised, and the extent to which it has been compromised. Every technological advance in the area of communication over the past 100 years has had the effect of compromising and diluting the peoples' freedom of speech. Linked to this we find that the average citizen covets the privilege of being heard while denying the liberty to others. In addition, our young, the most "media frustrated" generation of all, engage in the "new heckling," which is counterproductive to communication. (EE)

ED 077 066

CS 500 290

Stewart, Edward C.

"Outline" of Intercultural Communication.

Pub Date Dec 72

Note—23p.; Report submitted to the Business Council for International Understanding, American University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Cross Cultural Studies, *Cultural Interrelationships, Cultural Pluralism, Curriculum Design, Intergroup Relations, Relevance (Education), *Social Attitudes, Sociocultural Patterns, *Speech Curriculum

Designed by a committee of the Speech Communication Association to assist in planning a conference in intercultural communication, this outline defines the field, delineates topics for presentation, and furnishes a general outline for a volume which will be considered the final product. Cultural objectivity is established by insuring participation of representatives of various societies rather than by a culturally impartial organization of topics and conferences. Contents of the outline represent a theoretical analysis of intercultural communication, a review of its empirical accomplishments, and a forecast of the future. Each section begins with a review of the central issue of the section, proceeds with a general definition of the level of theory involved, and concludes with a miscellany of topics passed over as systematic points. (EE)

ED 077 067

CS 500 291

Greenberg, Bradley S.

Gratifications and Motivations of Television Viewing for British Children.

Pub Date Apr 73

Note—24p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiences, *Commercial Television, Mass Media, *Research Methodology, Television Research, *Television Viewing

Although previous research has attempted to encompass such overlapping concepts as needs, functions, motives, and gratifications obtained from mass media exposure, no serious attempt has been made to answer the question, "Why do so many people spend so much time watching television?" This project focused on obtaining motives and gratification information from young people in order to comprehend the evolution of adult gratification. During a specified time period, 726 children in a school district in London, England, were interviewed by means of a

self-administered questionnaire. In the nine schools tested, equivalent numbers of classes of 9-, 12-, and 15-year-old children were systematically selected to yield a representative pooling of respondents. The analysis of the questionnaire revealed that the major reasons children watch television are: for arousal, for companionship, to relax, to forget, as a habit, to learn, and to pass time. A useful means of identifying a finite and similar set of motivations for going to television among a wide range of young people is presented. (EE)

ED 077 068

CS 500 292

Genova, B. K. L., Miller, Gerald R.

The Influence of Mispronunciation and Educational Level on Audience Ratings of Source Credibility and Audience Attitude Change.

Pub Date Apr 73

Note—25p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Changing Attitudes, *Communication (Thought Transfer), Information Theory, *Interaction Process Analysis, *Oral Communication, *Pronunciation, Research Methodology, Social Attitudes, Speech Habits

Identifiers—*Source Credibility

This study tested two primary hypotheses concerning the effects of mispronunciation on the ratings of source credibility. First, as the number of mispronunciations presented by a speaker increases, audience ratings of source credibility will decrease. Second, the effects hypothesized in the first statement will be stronger for audiences at a more advanced educational level. In addition, the study tested two secondary hypotheses regarding the effects of mispronunciation on the persuasive impact of the message. Following the initial pretest, subjects at two levels of educational background rated the credibility of a speaker who argued for inefficiency in government. There were four versions of the persuasive message, with the number of mispronunciations varying in each version. After hearing the speech, all subjects completed the posttest. Analysis of the data provided clear support for the first hypothesis. Other results ran counter to theoretical expectations. (Author/EE)

EA

ED 077 069

EA 004 785

Worth, Walter H., And Others

A Choice of Futures.

Alberta Commission on Educational Planning, Edmonton.

Pub Date [72]

Note—337p.

Available from—Hurtig Publishers, 225 Birks Building, Edmonton, Alberta (Canada) (\$6.00, plus mailing)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Continuous Learning, Economic Factors, Educational Coordination, Educational Finance, Educational Needs, Educational Objectives, *Educational Planning, *Educational Resources, *Futures (of Society), Governance, *Learning Processes, Organization, Prediction, Professional Personnel, Social Problems, Social Structure, Technological Advancement, Trend Analysis

Identifiers—Alberta, Canada, Experiential Learning

The Commission was commended to investigate social, economic, and technological trends in Alberta for the next 20 years; to examine the needs of all individuals in the Province; to analyze total educational requirements; and to recommend future changes, structures, and priorities necessary for a comprehensive educational system. Between 1969 and 1972, with the help of expert consultants, the Commission sponsored or co-sponsored research studies, held public hearings involving people across the Province, received briefs, convened large conferences, and launched major task force investigations which were made public in 1971. From these resources, the Commission analyzed what people wanted. This analysis resulted in a number of educational ideals, principles, and goals shared by the great majority of citizens, which are presented here.

The report also suggests structures, processes, plans, resource management, and priorities designed to help make the good forecasts be true, the bad forecasts be untrue, and the unchangeable forecasts at least tolerable. (Illustrations and photographs may photograph poorly.) (Author)

ED 077 070

EA 004 878

Tompkins, Dorothy Campbell, Comp.

Local Public Schools: How To Pay for Them?
Public Policy Bibliographies: 2.

California Univ., Berkeley, Inst. of Governmental Studies.

Pub Date 72

Note—108p.

Available from—Institute of Governmental Studies, 109 Moses Hall, University of California, Berkeley, California 94720 (\$3.50, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, Boards of Education, Court Litigation, Educational Disadvantage, *Educational Finance, Educational Opportunities, Education Vouchers, *Equal Protection, Performance Contracts, Property Taxes, *Public School Systems, School Districts, School Taxes, *State Federal Aid, Tax Support

Identifiers—California Supreme Court, *Serrano

This 756-entry bibliography was prompted by the Serrano decision of the California Supreme Court in August 1971. The items are drawn from the literature on public administration, law, education, and State and local government since 1965. Items are organized under "Inequality of Educational Opportunity," "Financing of Local Public Schools," "State Financing of Local Public Schools," "Federal Assistance in Financing Local Public Schools," and "Programs and Proposals for Financing Local Public Schools." This last section is further subdivided into Schools, Performance Contracting, Voucher System, and Value-Added Tax. An author/subject index is provided. (Author/WM)

ED 077 071

EA 004 879

Goldsborough, Harriett, And Others

The Man in the Middle: How the Urban Secondary School Principal Sees His Role and Responsibilities. (l'Homme-Cible.)

Canadian Education Association, Toronto (Ontario).

Pub Date Dec 71

Note—131p.; French translation appended.

Available from—Canadian Education Association, 252 Bloor Street West, Toronto 5, Ontario (\$2.00, also available in French)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, *Administrator Attitudes, *Administrator Responsibility, Administrator Role, Board Administrator Relationship, Humanization, Intercommunication, Leadership Responsibility, Leadership Styles, Management, Participation, *Principals, Questionnaires, *Secondary Schools, Surveys, Teacher Administrator Relationship, *Urban Schools

Identifiers—Canada

Many urban high school principals are finding their jobs increasingly demanding and frustrating. This report, the result of a CEA questionnaire survey, summarizes the views of 190 principals in 23 cities on how they view their role and responsibilities. The main point of frustration is felt to be the apparent erosion of their function as educational leaders in their schools. The report also includes sections on principals' relationships with board officials, liaison and communication with the central office, autonomy in the school, factors that yield satisfaction and cause frustration, and relationships with students and teachers. One chapter is devoted to a commentary on the new leadership style required of successful principals - the more humanized approach. The report also addresses the question of whether a principal should be both manager and educator. The suggestion is that the principal cannot be expected to do a competent job of both over a long period of time. Brief descriptions are provided of schemes in four Canadian cities where high school principals have been assigned special administrative assistants. (Author)

ED 077 072

80

EA 004 897

Tronsgard, David T., Ed.

Six Crucial Issues in Education.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—110p.

Available from—National Association of State Boards of Education, 2480 West 26th Avenue, Suite 215-B, Denver, Colorado 80211 (Single copies free)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Career Education, *Curriculum, Early Childhood Education, *Educational Finance, Educational Policy, *Educational Problems, Educational Programs, Full State Funding, *Governance, Inservice Teacher Education, Management Systems, *Public School Systems, State Departments of Education, State Government

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Needs Assessment, Staff Renewal, Teacher Centers

This book contains six essays organized under (1) Three Issues of Governance and (2) Three Issues of Curricula. In the first section, Richard A. Rossmiller identifies some of the trends that have led to widespread interest in full State funding, indicates some of the associated problems and issues, describes some ways of achieving full State funding, and examines some advantages and disadvantages; Kenneth H. Hansen points out the new role of leadership and service for State agencies that have rejected the tradition of authoritarian supervision and enforcement; and D. Gene Watson discusses alternatives for educational governance at State levels. In the second section, James F. Collins examines teacher centers and teacher renewal, Richard T. Salzer describes the growing public awareness of the care and education of the young child, and Bill Wesley Brown discusses the need to educate individuals as consumers in an industrial society and prepare them to enter the job market. Each of the six papers is accompanied by a bibliography. (WM)

ED 077 073

EA 004 899

Anderson, Stanley V., Ed. Moore, John E., Ed. **Establishing Ombudsman Offices: Recent Experience in the United States.** California Univ., Berkeley. Inst. of Governmental Studies.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 72

Note—309p.; Working Paper transcript of the Ombudsman Annual Workshop (1st, Honolulu, Hawaii, May 5-7, 1971)

Available from—Institute of Governmental Studies, University of California, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administrative Organization, Administrator Characteristics, Administrator Selection, Government Employees, *Grievance Procedures, Guides, *Interagency Cooperation, Office Management, *Ombudsmen, Personnel Selection, *Program Evaluation, Public Officials, State Agencies, State Legislation, State Programs, Workshops

Identifiers—Hawaii, *Ombudsman Activities Project

The workshop concentrated on Hawaii, the first State to establish an ombudsman office. This paper discusses the selection of ombudsmen, the relationship of the Hawaiian Ombudsman Office to other agencies of appeal available to the people of Hawaii, the steps to be taken in setting up an office, and relationships with complementary grievance handling offices and respondent agencies (such as taxation and police). Some tentative generalizations regarding American ombudsman offices contend that (1) ombudsman models vary in the degree to which they are capable of resolving individual grievances, forestalling recurrent complaints, and exonerating public officials of unfounded criticism; (2) executive ombudsmen are more dependent on the commitment of the chief executive to complaint handling and weaker in their ability to exonerate administrative personnel in the absence of complementary (independent) grievance mechanisms, such as newspaper action-lines; (3) ombudsman offices are significantly dependent on the legislative body that appropriates their funds and on auxiliary grievance mechanisms; (4) the first American model is more inclined to reach informal agreements leading to "voluntary rectifications" than are its counterparts in other countries; and (5)

initial success appears to generate additional complaints from those who earlier saw no reason to register their grievances. (Editors)

ED 077 074

EA 004 904

Reschly, D. J. Sabers, D. L.

An Empirical Study of Attitudes Toward Open Education.

Pub Date 17 Nov 72

Note—7p.; Paper presented at Rocky Mountain Educational Research Association Meeting (Las Cruces, New Mexico, November 16-17, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conventional Instruction, Correlation, Educational Practice, Educational Research, *Open Education, *Progressive Education, *Rating Scales, Speeches, *Teacher Attitudes

In order to evaluate the possibility that open education represents a revival of the progressive education movement, data were gathered on the attitude of experienced teachers toward open, progressive, and traditional educational practices. An attitude scale composed of 70 items was administered to a sample of 64 program assistants in the Tucson Early Education Model (TEEM). The data were analyzed through correlational procedures and indicate the high similarity between open education and progressive education, differing only in the respect that open education is less traditional. Among the implications of these data would be the importance of considering the frustrations and problems encountered by the proponents of progressive education. (Author/MLF)

ED 077 075

EA 004 905

Barber, R. Jerry Benson, Charles W.

An Evaluation-Accountability Model for Regional Education Centers.

Pub Date Nov 72

Note—26p.; Paper presented at Rocky Mountain Education Research Association Meeting (Las Cruces, New Mexico, November 16-17, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Educational Accountability, Educational Objectives, *Education Service Centers, Financial Support, Formative Evaluation, Management Systems, *Models, *Performance Criteria, Program Administration, Program Development, *Program Evaluation, Program Planning, Speeches

Identifiers—El Paso, *Needs Assessment, Texas

This paper presents the rationale, techniques, and structure used to develop and implement an evaluation-accountability program for a new regional Education Service Center in Texas. Needs assessment, a critical element in this model, consists of objectively identifying the educational needs of clients and establishing an initial list of priorities. The statement of these needs in terms of behavioral or performance objectives constitutes the heart of the entire model. Phases included in the model can be classified as primarily concerned with planning and implementation. Tasks in the planning phase include stating divisional objectives, stating the performance objectives of all programs, selecting activities to achieve the stated objectives, developing a program evaluation plan, and completing the program evaluation guide. The completion of this phase results in the translation of targeted needs into viable programs to meet those needs. The implementation phase comprises actually performing the activities designed to permit accomplishment of the stated objectives. The program itself is subject to an ongoing evaluation whose major purpose is to improve managerial decisions by permitting the directors to manipulate their resources and activities to achieve the optimum output in terms of objectives attainment. (Author/WM)

ED 077 076

EA 004 910

Yates, James R., Ed.

Selected Instructional Materials Judged Relevant to Educational Administration.

University Council for Educational Administration, Columbus, Ohio.

Pub Date Nov 72

Note—144p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.80)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Principles, *Administrator Education, *Audiovisual Aids, Collective Negotiation, Communication (Thought Transfer), *Educational Games, Group Dynamics, *Higher Education, *Instructional Materials, Leadership, Management Games, Organization, Race Relations, Relevance (Education), Resource Materials, Simulation, Teaching Methods

This publication is the result of the efforts of numerous professors and students of general and special educational administration. The instructional materials included fall into audiovisual and gaming categories and were selected according to quality and relevance only after actual screening and use. As a result, users of this publication can be confident that the materials described were judged useful to the training of educational administrators by a colleague (assumed to have a similar training and experience background.) The content areas covered are communication, education and race, group processes, organizational leadership, administrative techniques, and negotiations. The materials are described so as to (1) facilitate a decision about the applicability of the material to the user's specific instructional needs, (2) provide the specific means of obtaining the material, and (3) point out constraints related to obtaining the materials, such as cost, approximate time required to obtain from the disseminator, etc. A cross reference index system allows the potential user to select specific instructional materials according to content, or according to the media of presentation. (Editor)

ED 077 077

EA 004 923

Graper, Norm

Individually Guided Education in a Multiunit Organization: I.G.E.

Janeville Joint District 1, Wis.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cross Age Teaching, Educational Objectives, *Elementary Schools, Family School Relationship, Flexible Scheduling, *Individualized Instruction, Instructional Programs, Models, *Multiunit Schools, Performance Specifications, *Program Evaluation, Self Actualization, Systems Approach, Team Teaching

Identifiers—IGE, *Individually Guided Education

This brochure describes many of the outcomes, goals, and procedures established after six years of implementing the IGE program at Wilson Elementary School. The innovative operational organization for instructional improvement at Wilson is made up of five multiaged, team teaching units. Each of the five units has a unit leader, certified teachers, and instructional aides for 95 to 170 students. The report evaluates the four major components of Individually Guided Education used in the school: (1) multiunit organization, (2) instructional program model, (3) home/school communication, and (4) a network of IGE schools sharing common concerns. (Author/MLF)

ED 077 078

EA 004 927

Dell'Isola, A. J.

"Project Management Controls with Systems."

Pub Date 30 Oct 72

Note—16p.; Speech given before INBEX Annual Meeting (3rd, Louisville, Kentucky, October 31-November 2, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bids, *Construction Costs, *Construction Management, *Cost Effectiveness, Management Information Systems, *Management Systems, Speeches, *Systems Approach
Identifiers—Building Systems, *Value Engineering, VE

There have recently been a number of new concepts introduced into the building industry to reduce building costs. In this speech, the author illustrates how three of these new concepts—construction management, building systems, and value engineering—can be combined to effect significant reduction in both the initial and the ownership costs of new facilities. In particular, the author demonstrates how value engineering (VE) can be tied to an overall cost control or cost management system. He contends that VE serves the purpose of satisfying an owner that his project meets his budget and represents an optimum expenditure. (Author)

ED 077 079 EA 004 933
Iannaccone, Larry And Others
An Academic Field Model for the Preparation of Educational Administrators.

Pub Date Feb 73
Note—20p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, *Administrator Education, Administrator Role, Educational Administration, *Educational History, Educational Planning, Educational Practice, *Educational Programs, Educational Theories, *Field Instruction, Higher Education, *Models, Professional Training, Public School Systems, Socialization, Speeches

Identifiers—California University, Learning Contracts, *Occupational Identity, Riverside

In this speech, the author asserts that training educational administrators has historically tended to fall within the practitioner-intellectual continuum. As a result, programs have followed one of two models: the "prescriptive" and the social science, with an unjustified dichotomy between theory and practice. The authors have, therefore, attempted to reconceptualize the issue, describing, in particular, the doctoral program for the training of educational administrators at the University of California at Riverside. A socialization framework is presented contending that values, norms, and required behavior patterns are acquired through processes. The process advocated is based on an analysis of occupational identification. According to the authors, the training of educational administrators should, therefore, take place in the context that would be most likely to produce the acquisition of academic and field values. Such a context would require the concurrent utilization of field (the school district) and university resources. (Author)

ED 077 080 EA 004 934
Lee, Kaiman, Ed.

Bibliography of the Computer in Environmental Design. Volumes One and Two.

Center for Environmental Research, Boston, Mass.

Pub Date Aug 72

Note—564p.

Available from—Center for Environmental Research, 955 Park Square Building, Boston, Massachusetts 02116 (Both Volumes, \$110.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Computer Oriented Programs, *Computers, *Data Bases, *Environmental Research, Indexes (Locaters), Information Processing, Information Retrieval, Information Sources, *Information Systems, Permutated Indexes, Planning (Facilities), Subject Index Terms

Identifiers—*Environmental Design

A data base of information related to computer applications in the many aspects of environmental design, started in 1967 and consistently updated, includes over 1,000 stored entries of article, book, conference paper, and unpublished literature titles. This bibliography provides architects, planners, consultants, etc. with an access to the data base. Each entry is coded with a number of key words, any combination of which can be searched. The collection covers many highly defined areas of computer applications to architecture, building, site planning, space planning, land use, construction, design method, computer graphics, urban design, city planning, simulation, costing, design document, consulting engineering, and management. The bibliography lists entries alphabetically by author; a typical keyword search of more than 80 categories is included in each volume. Entries in each volume are also subject indexed, with the entries under each topic listed alphabetically by author. (Author/EA)

ED 077 081 24 EA 004 951
Hemphill, John K., Ed. Rosenau, Fred S., Ed.
Educational Development: A New Discipline for Self-Renewal.

Far West Lab. for Educational Research and Development, Berkeley, Calif.; Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE),

Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-1201

Pub Date 73

Contract—OEC-4-10-163

Note—343p.

Available from—Publications Department, CASEA, 1472 Kincaid Street, Eugene, Oregon 97401 (\$4.25)

Document Not Available from EDRS.

Descriptors—Case Studies, Educational Change, *Educational Development, Educational Innovation, *Educational Planning, Educational Research, *Evaluation Criteria, *Financial Support, *Information Dissemination, Management, Program Evaluation, Public School Systems, Regional Laboratories, Research and Development Centers, Research Utilization, Resource Materials, Teacher Education

This book contains a series of articles which grow out of the assumption that American public schools and teacher-training institutions can and will renew themselves and adapt to the needs of a changing society. A further assumption is that an emerging new discipline—educational development—can play a catalytic role in the change process while at the same time act as a force for "conservation" in public education. In Part I, Background and Theory, four articles define and elaborate on the "new" discipline of educational development. Part II, Planning and Developing, stresses the importance of prior planning in successful product development. Part III, Evaluating and Revising, considers the functional role of evaluation and revision in the development cycle. Part IV, Disseminating and Installing, directs itself to getting new ideas and practices into use; to narrowing the gap between research and practice; and to the allocation of resources among research, development, and dissemination. Part V, Funding, addresses the problem faced by non-profit educational product developers who must devote significant portions of their energies to the annual task of securing continuing financial support. The readings in Part VI, Managing, touch on a few of the problems of management in educational research and development. (Editor)

ED 077 082 EA 004 952

Michel, George J.

Easton's Demand Processing in the School Districts of Two States.

Pub Date Mar 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boards of Education, Comparative Analysis, *Content Analysis, Curriculum, Educational Finance, Facilities, *Information Utilization, Input Output Analysis, *Meetings, Personnel, *Public School Systems, Research Methodology, Statistical Studies

Identifiers—California, *Demand Processing, New York

This study produces demonstrable evidence that content analysis of school board minutes is a useful and promising methodology for studying demand processing. Demand processing is the conversion to outputs of the demands, needs, desires, or inputs presented to the school board. Use of the technique in a school district in each of two States showed that most input demands of a school district begin with the State educational agencies and seem guided by an apparent State objective to provide and maintain public education. In California, the State dominated demands in two areas—school finance and school facilities; while, in New York, there did not appear to be an equal press in these areas. It was also true, however, that federal agencies accounted for most demands in another finance area of federal aid, but the demands were proportionally few and most were routine. Greater differences were found between the districts in curriculum, personnel, and issues of general concern. (Author)

ED 077 083 EA 004 953

Michel, George J.

A Small N Study of Federal Aid in Rural and Suburban School Districts.

Pub Date Mar 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Assessed Valuation, Average Daily Enrollment, Educational Finance, *Elementary Schools, *Federal Aid, Federal Programs, *Rural Schools, School Districts, Statistical Studies, Student Enrollment, *Suburban Schools

Identifiers—California, *School District Size

This paper grew out of the finding of a previous study that small, rural elementary school districts were noticeably absent from the list of participants in federal aid programs. The author feels that the critical problem seems to be whether the small district actually makes a deliberate decision not to participate in federal programs or whether it is systematically excluded because of its size. The study, therefore, tested whether district size was related to federal aid participation, and whether total wealth (based on total assessed valuation) was related to federal aid applications. Additionally, a measure based on assessed valuation per pupil was used to combine both size and wealth reveal any hidden relations that total wealth by itself might obscure. Results indicate that district size is a significant predictor of federal aid response, but that neither total assessed valuation nor assessed valuation per pupil show any relation to federal aid responses. (Author/WM)

ED 077 084 EA 004 954

Leithwood, K. A. Russell, H. H.

The Development and Evaluation of One Strategy for Implementing Change in Schools.

Pub Date Feb 73

Note—19p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Decision Making, Educational Accountability, *Educational Change, *Educational Innovation, Educational Objectives, *Educational Planning, Mathematics Instruction, Models, Organizational Climate, Principals, Program Evaluation, Public School Systems, Speeches, Teacher Participation, *Teacher Responsibility, Workshops

Identifiers—*Change Strategies, Peterborough County

In this paper, the authors report on a project designed to enhance an educational system's capability for introducing and regenerating change and to develop and evaluate one specific strategy for implementing "second generation" planned change. The operation model views teachers as the key variable in the introduction of planned change. Their commitment to change, it is claimed, comes about when teachers are given responsibility for making decisions about the change in areas where their professional expertise is dominant. Some findings of the project to date indicate that the rate of adoption of the innovation is slower than was originally planned, that the task of communicating the intent of the project to teachers has been underestimated, and that substantially more investment will be needed in directly training teachers to use the innovation effectively. (Authors/WM)

ED 077 085 EA 004 955

Street, Paul And Others

Research Procedures for Comprehensive Educational Planning: Curriculum and Instructional Practices.

Kentucky Univ., Lexington. Bureau of School Service.

Pub Date 15 Apr 71

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Data Collection, Educational Change, Educational Needs, *Educational Objectives, *Educational Planning, Management Information Systems, Organization, Participant Involvement, Public School Systems, Questionnaires, Research Design, *Research Tools, Resources, Student Opinion, Surveys, *Teaching Methods

Identifiers—*Needs Assessment

This is a compendium of research instruments and procedures concerned with the school curriculum and instructional practices for developing a data base to be used in comprehensive educational planning. The instruments and procedures were designed and tested with the cooperation of the boards of education, administrators, teachers, students, and parents in two Kentucky school districts, and they can be used individually or as a data gathering kit. The "kit" includes a device to obtain a composite view of what administrators and teachers regard as the purposes of education; instruments to obtain the opinions of professional educators and parents concerning the basic needs of their respective schools; an instrument to obtain a fast, thorough inventory of instructional practices; a device for determining how teachers

view the present organizational structure of their schools and for assessing their preferences of certain kinds of organizational arrangements; and inventory instruments to provide the views of students as to the adequacy of their learning opportunities in school. (Editor)

ED 077 086 32 EA 004 960
Hayes, Lucille G. Richardson, Beryl T.

Evaluation of the Teacher Aide Program for the Louisiana State Department of Education Report: Annual Evaluation Instrument of Programs for Educationally Deprived Children Funded Under ESEA Title I, 1969-70.

New Orleans Public Schools, La.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [70]
Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Early Childhood Education, *Educationally Disadvantaged, Expenditure Per Student, *Federal Aid, Inservice Education, Kindergarten, Language Arts, Parent Participation, Program Descriptions, *Program Evaluation, Reading, Tables (Data), *Teacher Aides, Test Results

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, New Orleans

Over 12,000 public school children, the great majority enrolled in kindergarten or first grade, participated in the New Orleans program. Two hundred and one teacher aides were paid from Title I funds under this program. This document contains the forms required by the government for the program evaluation and the responses to evaluative questionnaires. The majority of principals and teachers indicated that the teacher aide services provided teachers with more time for individualized instruction, especially for slow learners; provided use of a greater variety and quality of instructional materials with the below-average achievers; and afforded teachers more time for professional duties. Generally, both principals and teachers considered the direct services of teacher aides to pupils, or those activities requiring direct contacts with pupils, to be as valuable as the services rendered by aides in the areas of routine tasks, classroom organization, and clerical duties. (Author)

ED 077 087 EA 004 961
Gateway High School: "School Without Walls."
An Evaluation.

Orleans Parish School Board, New Orleans, La.
Pub Date [71]
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Behavioral Objectives, *Educational Innovation, *High School Curriculum, Information Dissemination, Language Arts, Open Education, Program Descriptions, *Program Evaluation, Reading Achievement, Reading Comprehension, *School Community Programs, School Community Relationship, Self Concept, Social Studies, Student Motivation, Student Opinion
Identifiers—Experiential Learning

Gateway High School is an alternative to the present, conventional, classroom-type instructional situation encountered in most U. S. schools. Modeled on the Parkway School in Philadelphia and the Metro School in Chicago, the project is an appeal to the disenfranchised learner. To abolish the dichotomy between education and life the program obtained community resource personnel on a volunteer basis, and students went into the community for many of the courses. When the first term ended, there were 101 students enrolled -- 54 tenth graders, and 47 eleventh graders. More than 60 percent of the student population was over 17 years of age. The program aimed at (1) recapturing or creating in the student the desire for learning which might have weakened in his experience with the traditional system of education; (2) providing a broad exposure to the multiplicity of career opportunities; (3) offering special help in the basic skills; (4) rekindling and strengthening motivation for learning by a variety of learning experiences more closely linked to real life situations; and (5) aiding the student in bettering his self-image. (Author/MLF)

ED 077 088

Bradley, William B.

The Evaluation of Unitary & Central Type Air-Conditioning Systems in Selected Florida Schools.

Bradley, Whitworth Associates, Inc., Miami, Fla.; Florida State Dept. of Education, Tallahassee.
Pub Date 6 Nov 72
Note—24p.

Available from—Florida State Department of Education, Tallahassee, Florida 32304 (\$1.00)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Conditioning Equipment, *Comparative Analysis, *Comparative Statistics, *Cost Effectiveness, Elementary Schools, Energy, *Equipment Evaluation, Equipment Maintenance, Merchandise Information, Purchasing, Tables (Data)

The study reported here was conducted in an effort to obtain data for comparing the combined owning and operating costs of two different types of air-conditioning systems in two elementary schools. Both schools were built during 1969-70 in the same geographical area along the southeast coast of Florida and are also served by the same electric utility company. They have been exposed to the same seasonal weather changes, building conditions, and economic impact. Since these schools are also similar in educational requirements and architectural planning, although completely dissimilar in air-conditioning or mechanical design concepts, a basis was established for a realistic, meaningful, and valid comparison. To carry out the study (1) energy consumption of equipment was metered, (2) replacement costs because of differences in longevity of equipment were adjusted, (3) first costs because of differences in design and owner requirements were adjusted, (4) "money costs" based on available funding options over an extended period of time were considered, and (5) maintenance costs were applied to operating costs. Study results show that it is more economical to own and operate the roof-mounted, multizoned, unitary type air-conditioning system than to own and operate the central, chilled water, terminal heat/reheat, type. (Author)

ED 077 089 EA 004 974
Building Systems on the Campus, Part I.
BSIC/EFL Newsletter.

Building Systems Information Clearinghouse, Stanford, Calif.; Stanford Univ., Calif. School Planning Lab.
Pub Date Jun 72
Note—14p.

Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 (Free)
Journal Cit—BSIC/EFL Newsletter; V4 N1 Jun-1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Design, Building Materials, Campus Planning, College Buildings, *Component Building Systems, Construction Costs, Data Bases, *Higher Education, Master Plans, Newsletters, *Planning (Facilities), *Systems Approach

Identifiers—*Building Systems

The major systems development projects of the 1960's were concerned primarily with facility problems at the elementary and secondary levels. Rapidly increasing enrollments coupled with changes in both curriculum and in teaching methods created a demand for more flexible facilities that could be constructed rapidly and inexpensively. The success of systems procedures in dealing with the problems of time, cost, quality, and flexibility at the elementary and secondary school levels lead quite naturally to the extension of this approach to higher education. The four projects described in this issue are representative of the use of systems procedures to solve a variety of planning and design problems on community college, college, and university campuses. These projects have been deliberately selected to provide a wide geographic representation and include projects in New Jersey, Florida, and Oregon. The second part of this 2-part series on systems on the campus appears as EA 004 975. (Author)

ED 077 090 EA 004 975
Building Systems on the Campus, Part II. The University of Alaska. BSIC/EFL Newsletter.

Building Systems Information Clearinghouse, Stanford, Calif.; Stanford Univ., Calif. School Planning Lab.

EA 004 973

Pub Date Sep 72

Note—18p.

Available from—BSIC/EFL, 3000 Sand Hill Road, Menlo Park, California 94025 (Free)
Journal Cit—BSIC/EFL Newsletter; V4 N2 Sep 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Campus Planning, Climatic Factors, College Buildings, *Component Building Systems, Construction Costs, Distance, Fast Track Scheduling, *Higher Education, Labor Supply, Management Systems, Modular Building Design, Newsletters, Performance Specifications, *Planning (Facilities), *Systems Approach
Identifiers—*Building Systems, University of Alaska

This newsletter details the efforts of the University of Alaska to develop a systems approach that will provide facilities for higher education in a State with an area more than three and one half times that of New Jersey, Florida, and Oregon combined. The problem involved in providing appropriate facilities in a State such as Alaska are compounded by (1) climate, (2) distance, (3) labor and contractor shortages, and (4) inflation. Fast track scheduling, building systems technology, and management contracting, three innovative design and construction procedures, were devised by the University and its consultants to combat the effects of these factors and were applied to shorten construction time for the six University projects. The first part of this 2-part series on systems on the campus appears as EA 004 974. (Author/MLF)

ED 077 091 EA 004 976
Moir, D. A.

The Educational Specifications for Educational Facilities in the Britannia Community Services Centre.

Vancouver Board of School Trustees (British Columbia), Dept. of Planning and Evaluation.
Pub Date Feb 72
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Community Involvement, *Community Services, Construction Programs, Cross Age Teaching, Educational Needs, *Educational Objectives, *Educational Specifications, Elementary Schools, Ethnic Groups, Gymnasiums, Instructional Materials Centers, Open Education, *Planning (Facilities), *School Community Cooperation, School Expansion, Secondary Schools, Space Classification

Identifiers—British Columbia, Community Service Centers, Shared Facilities, Vancouver

This document presents the educational goals of the Vancouver School Board and describes an educational program and the broad space use specifications for the construction of several proposed facilities. The key elements in the proposed facilities are (1) a school designed to accommodate 495 students in the equivalent of 14 classroom spaces; (2) a gymnasium of the size required for elementary school physical education facilities; (3) a joint school board-public library board resource center; and (4) a school that provides appropriate areas for administration, lunching, medical requirements, art, music, various office spaces, and storage spaces. (Author)

ED 077 092 EA 004 978

Leggett, Stanton

Thirteen New Approaches and Old Problems in Educational Facilities Planning.

Pub Date 26 Feb 73

Note—12p.; Paper presented at American Association of School Administrators Annual Meeting (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, Career Education, Community Education, Construction Management, Educational Environment, Educational Finance, *Educational Objectives, *Educational Philosophy, *Educational Problems, Enrollment Projections, *Planning (Facilities), Racial Integration, School Size, Social Change, Space Utilization, Speeches

This speech expresses the view that changing educational facilities has had little effect on what happens between teachers and children; and that although the shell and shape of education has often changed, what goes on inside remains undisturbed. The body of the speech contains brief comments on a variety of topics, such as en-

rollment projections, open plan schools, community education, alternative schools, school space allocation, career education, construction management techniques, communitywide integration, educational finance, school size, and community participation. (MLF)

ED 077 093 EA 004 981

Monahan, William W.

On Selecting a Superintendent of Schools.

Pub Date 19 Mar 73

Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, *Administrator Qualifications, *Boards of Education, *Guidelines, *Personnel Selection, Recruitment, Speeches, *Superintendents

Five steps essential to an effective procedure for selecting a new superintendent are listed. The author suggests that these procedures should provide board members with answers to basic questions, such as who should be involved in the selection process, what the board should expect from the outgoing superintendent, how to attract the right people, what applicants want to know about districts, how to discover whether applicants possess the desired qualifications, how to select the "right" one, and at what point announcement should be made of the new appointment. Also discussed are the two categories of superintendents—career bound and place bound—and some characteristics of each that could help the board to decide. (Author/JN)

ED 077 094 EA 004 982

Fox, Willard

Can a School Really Be Administered Through Participatory Management?

Pub Date 19 Mar 73

Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, *Decision Making, *Educational Administration, Goal Orientation, Parent Participation, *Participation, *Policy Formation, *School Districts, Speeches, Student Participation, Teacher Participation

Identifiers—*Participatory Management

Participative management includes a wide range of behavior in the education enterprise. It incorporates an involvement of more people in the educational process—people who are becoming more aware of the management problems in the education arena and who are actually changing what happens to students, teachers, and administrators. Where there is a working participative management there is a strong orientation towards goals, ample rewards for achieving goals, a uniting of people moving towards these goals, and a high level of leader enthusiasm. Participative management provides everyone with some input avenues to management decisions. A school can be administered through participatory management, particularly if the superintendent and the board understand what it really means in terms of their commitment and the resources of the district; they agree on the concept and its implementation; the superintendent's perceptions and understandings of the school system and our society are comprehensive; and a communications network exists to assure the superintendent of continual progress reports on all phases of the operation. (Author/JN)

ED 077 095 EA 004 983

Ellena, William J.

The Shafter Cow.

Pub Date 23 Feb 73

Note—9p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Computer Oriented Programs, Computers, *Decision Making, *Educational Change, *Educational Philosophy, *Futures (of Society), Population Growth, Social Problems, Speeches, *Technological Advancement, Youth

The future presents us with seemingly insurmountable tasks. Most experts agree that we have

only a very short time to adopt policies that will keep technology from destroying our planet. The increasingly rapid rate of change creates a milieu based primarily on temporary relationships and increases the rate at which the individual is called on to make adaptive decisions. This means that the individual is less and less able to deal with reality through preprogrammed decisions, and is forced into more creative decisionmaking. If we do not learn to understand and guide the great forces of change at work in our world today, we may find ourselves, like the Shafter cow, swallowed up by vast upheavals in our way of life. (Author)

ED 077 096

Drachler, Norman

How Can a School District Launch a Meaningful Training Program for Its Administrative Staff?

Pub Date 26 Feb 73

Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Administrator Characteristics, *Administrator Education, Administrator Evaluation, Administrator Qualifications, *Administrator Role, *Board of Education Policy, Educational Programs, *In-service Education, Leadership Training, Management Education, Speeches

Contemporary social changes demand a new role for the educational administrator. Yet, responses to a recent poll of 50 large cities indicate that most school districts still depend on the traditional training by universities for administration. Of the 34 cities that replied, only one school district indicated signs of an ongoing program for administrative trainees. The development of an inservice training program for administrators should begin with the assumption that it is essential to direct administrators into new channels of endeavor through training and retraining of personnel. Retraining should be mandatory for all administrators in the field, and training for potential candidates in administration should be provided on a selective basis. Any program should include such issues as management by objectives, attitudes of teachers and administrators, paraprofessional training, developing performance objectives, school-community planning, and the use of technology. (Author)

ED 077 097

Estes, Nolan

How Can We Make the Administrative Team Concept Come Alive?

Pub Date 20 Mar 73

Note—12p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Collective Negotiation, Cooperative Planning, *Decision Making, *Educational Administration, Educational Needs, Models, Participant Involvement, *Principals, Speeches, *Superintendents, *Team Administration, Teamwork

Identifiers—Needs Assessment

The Dallas Independent School District has spent the past several years developing what it terms "a model for shared decision making." This model involves everyone with a direct interest in education—students, parents, teachers, support staff, and administrators—in assessing needs and assigning priorities. This speech focuses on the development of that model, with special emphasis on the administrative component. (Editor)

ED 077 098

Harris, William H.

"Elementary School Administrators' Role Perceptions Related to Their Assessment of Community Power."

Pub Date Feb 73

Note—23p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Community Influence, Community Surveys, *Elementary Schools, Item Analysis, Leadership Styles, *Principals, Questionnaires, *Role Perception, Role Theory, School Community Relationship,

Self Concept, Speeches, Tables (Data), Urban Schools

Identifiers—Philadelphia

The object of this study, conducted in the Philadelphia, Pennsylvania, School District, was to examine whether or not the urban elementary school administrator's assessment of the community's ability to reward or punish is a significant factor in his perception of his own role performance, his leadership style, and his work with the community and its organizations. Data were collected by the survey-statistical technique using (1) the Principals Profile and (2) the School Community Resources and Assessment Form. The data indicate that there are differences in leadership styles, community workmanship, and the role performance of principals in communities viewed as high power (able to punish) as opposed to those viewed as not. (Author)

ED 077 099

Licht, Kenneth F.

The Occupational Safety and Health Act: Implications for School Administration.

Pub Date 26 Feb 73

Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Educational Facilities, Educational Programs, *Federal Legislation, Guidelines, *Instructional Programs, Safety Education, *School Administration, *School Safety, Speeches, State Legislation

Identifiers—*Occupational Safety and Health Act, OSHA

The Occupational Safety and Health Act (1970) concerns private schools but does not directly affect the operations of public schools or colleges. The intent, however, is to have the States develop and administer their own health and safety programs. Administrators should, therefore, initiate a comprehensive, districtwide safety education and accident prevention program. Three essential elements of such a program are management leadership, assignment of responsibility, and accident reporting and record-keeping. (Author)

ED 077 100

Lutz, Frank W. McDannel, John A.

The Effect of the Elementary School Principal's Rule Administration on Staff Militancy and Leadership Behavior.

Pub Date Feb 73

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, Administrator Characteristics, Data Analysis, *Elementary Schools, Hypothesis Testing, Leadership, Leadership Styles, Organizational Climate, *Principals, Research, Role Perception, School Administration, Speeches, Statistical Studies, *Teacher Administrator Relationship, *Teacher Militancy

The authors discuss the trend emerging from organizational research which shows in part that administrators are more effective as they are perceived to be considerate of their subordinates. Based on field observations and on the contention that (in an era of increasing collective behavior on the part of teachers) hostility might take the form of increased teacher militancy, five hypotheses were developed and tested in their null form. Results on two of the hypotheses indicate no relationship between teacher militancy and either representative- or punishment-centered rule administration. Results on two other hypotheses leave little doubt, however, that when elementary principals are perceived by teachers as being representative-centered in their rule administration, they are also perceived as having high leadership; and likewise that when they are perceived as being punishment-centered they are also perceived as having low leadership behavior. Results on the fifth hypothesis confirm that teacher militancy declines as the perceived leadership of the principal increases. (Author)

ED 077 101

Mazzoni, Tim L., Jr. Campbell, Roald F.

State Governmental Structure and Education Policy Decisions: A Statistical Exploration.

EA 005 001

Pub Date 1 Mar 73

Note—41p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, Educational Finance, *Educational Policy, Environmental Influences, Models, *Organization, *Policy Formation, Political Influences, Socioeconomic Influences, Speeches, State Departments of Education, *State Government, *Statistical Analysis, Tables (Data)

The objective of this study was to explore, by means of the correlational analysis of aggregate data, the relationships between State governmental structure and education policies. More than thirty indexes were developed in the categories of (1) environmental conditions, (2) political system characteristics, and (3) policy outputs. Data from many published and unpublished sources were gathered. Zero-order correlations, partial correlations, and standardized regression coefficients were computed to estimate the relative influence of State governmental structure on education policy. Although the statistical treatment has not been completed, it should contribute to a knowledge of structure and policy relationships and give focus to subsequent research. (Author)

ED 077 102

EA 005 003

Steinberg, Lois S.

The Revival of Local Control in Suburbia.

Pub Date Feb 73

Note—32p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boards of Education, Citizen Participation, *Community Influence, Community Problems, Conflict Resolution, Curriculum Development, Decision Making, Policy Formation, *Power Structure, *Role Conflict, School Budget Elections, *School Community Relationship, Socioeconomic Influences, Speeches

This paper, the third based on a 4-year sociological field study of school-community relations in a factional suburb, analyzes conflict generated by the discrepancy between the perceived and actual norms governing the school board-community relationship. A 3-year effort to develop board responsiveness followed a 7-year period of professional domination and suppression of dissent. Increased participation had the unanticipated consequence of raising expectations for citizen influence in decisionmaking and creating public visibility of the decline in school board authority. Findings have been related to previous research and theory on citizen participation and conflict resolution. (Author)

ED 077 103

EA 005 004

Cistone, Peter J.

School Board Member Recruitment in Ontario.

Pub Date Feb 73

Note—26p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board Candidates, Board of Education Role, *Boards of Education, Leadership Qualities, Leadership Styles, Models, Personnel Selection, *Political Influences, *Recruitment, *Socioeconomic Influences, Speeches

Identifiers—Elitism, Ontario

Employing a process model of political recruitment, this study investigated the relative impact of a school district's social, economic, and political structure on school board member recruitment. The process data were collected by means of structured interviews with neophyte school board members in a stratified sample of school boards in the Province of Ontario. Structural data were drawn from government documents and records and from reports of political party officials. Results of the study indicate that the social, economic, and political structure of school districts was a determining factor in school board member recruitment patterns. (Author)

ED 077 104

EA 005 013

Survey of Burglary and Vandalism Occurrence and Preventative Measures in Twenty-Five Large California School Districts. Summary Report.

Fresno City Unified School District, Calif. Office of Planning and Research Services.

Pub Date [Jan 73]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, *Costs, Crime, Delinquency Prevention, Equipment, Glass, Insurance Programs, Police School Relationship, *Prevention, Public Schools, Questionnaires, *School Buildings, School Buses, School Districts, *School Surveys, *School Vandalism, Tables (Data)

Identifiers—*Burglary, California

Twenty-three California school districts responded to a burglary and vandalism survey conducted by the Fresno Unified School District Burglary and Vandalism Prevention Project, which represents the first phase of a developing program to reduce vandalism occurrences and improve recovery of losses. This summary compiles survey data on 18,000 occurrences of damage or loss to buildings, glass, equipment, buses, and nonspecified areas amounting to \$4,500,000 dollars. The total loss recovery by all techniques utilized in the 23 reporting districts amounted to \$432,000, with an average recovery percentage of nine percent. Reported onsite anti-vandalism techniques include the use of fencing, floodlighting, lexan/plexiglass windows, protective screening, burglar alarm systems, security patrols, and guard dogs. Survey results also reflect administrative measures taken, such as community action committees, neighborhood school alert systems, publicity campaigns, telephone "hot lines," police cooperation, and court cooperation. However, from the evidence reported, it appears that no effective means of preventing burglary and vandalism occurrences has been developed, and several suggestions are made for improving preventative measures. (Author/JF)

ED 077 105

EA 005 014

Levin, Betsy And Others

Levels of State Aid Related to State Restrictions on Local School District Decision-making.

Urban Inst., Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; President's Commission on School Finance, Washington, D.C.

Report No.—UI-727-1

Pub Date Feb 73

Note—35p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-36000, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boards of Education, Correlation, Educational Finance, Educational Innovation, Expenditure Per Student, *Policy Formation, Research, *School District Autonomy, *State Aid, State Laws, *State School District Relationship

One of the most frequently-voiced concerns in the growing debate over education finance reform involves the issue of autonomy of local school groups. Academics, school district superintendents, legislators, parents' groups, and teachers have all expressed the view that increased State aid to education inevitably will bring Statewide regulations and reduce local control. This preliminary study suggests that there is no relationship between the degree of State control and the proportion of State aid. In ten States with different levels of State aid, 11 dimensions of State control over local school board decision-making are examined, including curricular requirements; budgetary and taxing restrictions; State regulation of federal programs; regulations affecting personnel; and regulations concerning district formation, annexation, and consolidation. The study also includes a less detailed analysis of the relationship among the rate at which innovative educational practices were adopted in a State, the degree of State controls, and the level of State aid. Tentative findings indicate little correlation between the degree of State control and the rate at which innovations are adopted, but a positive relationship between the assumption by the State of a larger share of total nonfederal education support and a high rate of innovation. (Author)

ED 077 106

EA 005 015

Kennedy, Joseph C.

Report on the Forums Concerning the Federal Role in School Finance.

Pub Date Jun 72

Note—43p.; Summary of three public forums on Federal Role in School Finance (Chicago, Illinois, April 6-7, 1972; Philadelphia, Pennsylv-

vania, May 4-5, 1972; Atlanta, Georgia, May 31-June 1, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Control, Community Development, Costs, *Educational Finance, Educational Improvement, *Federal Aid, *Federal Programs, *Federal State Relationship, Government Role, Program Effectiveness, Property Taxes, Revenue Sharing, Urban Education, *Urban Schools

Identifiers—Atlanta, Chicago, Philadelphia

This report is presented in terms of issues and recommendations concerning the Federal role in school finance. Two major points of agreement emerged from the forums: (1) School officials, representatives of organizations, citizens, and parents agree that, if the urban schools in America are to survive, the Federal Government must take a strong active role; (2) the participants conclude that, as concerns the urban schools, the problem of school finance cannot be separated from the problem of school effectiveness. The report discusses (1) the rising costs of urban education and the need for more money, (2) the special educational needs of urban schools, (3) categorical versus noncategorical funding, (4) local community development and control, (5) educational effectiveness and student achievement, (6) intergovernment relations, and (7) the need for altering and expanding present federally funded educational programs. (JF)

ED 077 107

EA 005 016

Becker, Dennis

Shared Decision Making Report.

Pub Date 18 Jul 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Decision Making, *Differentiated Staffs, Evaluation, Intermediate Grades, *Policy Formation, Scheduling, *Staff Role, *Teacher Participation

Identifiers—Mountain View Intermediate School, Oregon

This report describes the organization and process of shared decisionmaking at the Mountain View Intermediate School in Beaverton, Oregon. According to the author, involvement in the decisionmaking process in this school is a matter of choice. The individual staff member may choose to implement decisions, become a permanent member of a decisionmaking body, or become involved in the process of making one specific decision. The four school committees (decisionmaking bodies) to which a staff member may become permanently assigned -- scheduling, evaluation, differentiated staffing design, and curriculum -- develop proposals, make revisions or alterations to proposals, and present them to a meeting of the administrative decisionmaking body for final decision. A related document is EA 005 060. (JF)

ED 077 108

EA 005 018

Lindman, Erick L.

The Assault on State School Finance Systems.

Pub Date 20 Mar 73

Note—7p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Equal Education, *Equalization Aid, Foundation Programs, *Full State Funding, Property Taxes, Resource Allocations, Speeches, *State Aid, *State School District Relationship

Assuming that full State funding proposals will become more prevalent as a result of recent court decisions affecting State educational financing systems, the author examines the problems and opportunities presented by full State funding and suggests a programmatic approach to the allocation of State funds to local school districts. He suggests that existing categorical aid programs be condensed into nine instructional and three student services programs, with a program cost formula for each of the twelve programs to be developed. These formulas could be as objective as possible to assure that all local school systems would receive equal treatment, yet be sensitive to unusual local conditions that affect the amount of funds needed. (Author/JF)

ED 077 109

EA 005 020

Escott, Richard H.

Teacher Tenure -- Time for Change.

Pub Date 26 Feb 73

Note—7p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Due Process, Speeches, *Teacher Dismissal, *Teacher Employment, *Teacher Welfare, *Tenure

In this speech, the author identifies and discusses some misconceptions about tenure, discusses some problems encountered in dismissing tenured teachers, and offers solutions for improving this dismissal process. To improve the dismissal process, the author urges that (1) boards of education consult an attorney when contemplating a tenure decision; (2) the membership of tenure commissions include lawyers; and (3) tenure commissions be given authority to appoint hearing officers to serve local boards of education. (JF)

ED 077 110

EA 005 022

Hornbostel, Victor O.

Viable Federalism in School Finance, a Local, State, Federal Policy.

Pub Date 28 Feb 73

Note—8p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Equal Education, Equalization Aid, Federal Aid, *Federal State Relationship, Foundation Programs, *Full State Funding, Governance, Property Taxes, Regional Programs, *School Taxes, Speeches, State Aid, *State School District Relationship

In this speech, the author makes recommendations for the development of a national policy that would delineate roles among local school districts, intermediate school districts, States, and the Federal Government concerning the operation of school programs, the financing of school programs, and school governance. The author recommends that (1) States use a classification (weighting system) to express educational load in State school finance formulas; (2) States experiment with either full State funding plans or with foundation programs in revising their school State finance systems; (3) State tax commissions be given sufficient authority to improve the administration of taxes in States where taxes on property continue to be used as partial support for schools; (4) States revise their total school finance systems; (5) the Federal Government assume responsibility for a basic underwriting of general school finance and equalize support among the States in a given year period; (6) intermediate districts be used for the delivery of some school programs and services if they can do so more economically than local districts; (7) the operation of school programs remain the chief responsibility of local school boards; and (8) coordination of educational functions be achieved by assigning a given function to that echelon of the system closest to the student. [Page 1 may reproduce poorly]. (Author/JF)

ED 077 111

EA 005 024

Murphy, Hilton H.

Vandals, Arsonists, Bombs, Dogs.

Pub Date 19 Mar 73

Note—5p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, *Community Involvement, Crime, *Delinquency Prevention, Discipline, *Police School Relationship, *Public Relations, School Community Relationship, School Safety, Speeches, *Vandalism

Identifiers—Ohio, Toledo

An administrator tells how the Toledo public schools developed security plans to minimize damages resulting from student unrest. According to the author, the first step taken by the Toledo schools was to take a strong stand against violence at athletic events. Next, they established a systemwide lighted school program and emphasized total community involvement in after-school use of school buildings. The third step involved the development and passage of the Toledo Safe Passage To School Law which fines or jails those convicted of assault (either physical or verbal) on a student or any other person going to or from school or on school grounds. Finally, they established a sophisticated radio-telephone

communications system to cover basic school security and public relations program which covers permits for use of school facilities by both in-school and out-of-school groups. (JF)

ED 077 112

EA 005 025

Simmons, William

Revenue Sharing: A Hard-Nosed Assessment.

Pub Date 20 Mar 73

Note—4p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Federal Aid, *Federal Legislation, *Federal State Relationship, *Revenue Sharing, Speeches, *State School District Relationship

This speech provides a cursory discussion of the experiences of mayors and governors with the general revenue sharing program for States and municipalities and examines the possible implications of these experiences for special educational revenue sharing. The author suggests that fewer dollars will be available to local school districts if the proposed special educational revenue sharing bill is passed. (JF)

ED 077 113

EA 005 026

Reeve, Jay W.

Confidentiality of Student Records.

Pub Date 19 Mar 73

Note—4p.; Paper presented at American Association of School Administrators Annual Convention (105th, San Francisco, California, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, *Confidentiality, *Confidential Records, Speeches, *Student Records, *Student Rights

In this speech, the author outlines recent social and judicial trends affecting the confidentiality of records and suggests methods for improving student records handling. (JF)

ED 077 114

EA 005 030

Blaschke, Charles L.

Did OEO Fail Performance Contracting? How?

Why?

Pub Date 27 Feb 73

Note—6p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Experiments, *Evaluation Methods, *Incentive Systems, *Performance Contracts, *Program Evaluation, Speeches

This speech discusses the planning for and the implementation of the O.E.O. performance contracting experiments. The author argues that it was not performance contracting, but the O.E.O. experiment which failed. The author blames this failure not so much on the poor evaluation design, but rather on the number of interface problems which arose because of the conflict between experiment design and project implementation. (Author/JF)

ED 077 115

EA 005 041

Jacobs, James W.

Releasing Test Scores: Urgent or Unthinkable?

Pub Date 27 Feb 73

Note—11p.; Paper presented at American Association of School Administrators Annual Convention (105th, Atlantic City, New Jersey, February 24-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Confidentiality, *Intelligence Tests, Parent Conferences, Report Cards, *Reports, Speeches, *Standardized Tests, Test Interpretation, *Test Results

In this paper, the author reviews literature on the subject of releasing test scores and discusses constraints (in terms of test scores released and target groups receiving test scores) which he believes should govern such releases. The author suggests two phases for implementing release of test scores. One phase would involve parent conferences, districtwide appraisal programs of intelligence, districtwide appraisal in selected subject fields, and the appraisal data reported to parents by report cards. The other phase would be directed toward releasing test scores in relationship to salient characteristics of the school system (teacher-pupil ratios, staff turnover statistics, etc.)

that affect the learning of its clientele. The author expresses his preference for a community-school profile over the release of scores on a systemwide or a school-by-school basis. (JF)

ED 077 116

EA 005 047

Pagni, David L.

The Effect of Technology on School Organizational Task Structure.

Pub Date Feb 73

Note—41p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Change Agents, Classroom Observation Techniques, Computer Assisted Instruction, Computer Oriented Programs, *Computer Science, *Interaction Process Analysis, Mathematics Instruction, Models, *Organization, *Organizational Change, Program Effectiveness, Public Schools, *School Organization, Statistical Studies, Tables (Data), Task Analysis, Technological Advancement

Identifiers—California, Orange County

Technology is viewed as a significant independent variable of the organization, affecting the organizational task structure. Viewing the classroom as the unit of observation, a technological change is introduced in the form of electronic computers to teach mathematics. Organizational task structure is defined in terms of teacher-pupil interaction as it relates to the "work" of the organization. An attempt is made to measure changes in task structure corresponding to the change in technology. (Author)

ED 077 117

EA 005 052

The Cost of Educational Operation: The Traditional School Year Vs. the Year-round School.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Research, Planning, and Development.

Pub Date Sep 72

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Costs, Educational Finance, Equipment, *Expenditure Per Student, Financial Problems, *Operating Expenses, Salaries, School Maintenance, Supplies, Tables (Data), *Traditional Schools, *Year Round Schools

The study reported here was concerned with providing information regarding the relative cost of operating the traditional 9-month school in comparison with the "45-15" plan of year-round school operation. It was found that the year-round school has apparently slowed the rising per pupil cost that generally accompanies school operation from year to year. Although there has been no real dollar savings per pupil, the "45-15" year-round school plan has resulted in a smaller increase in cost per pupil (1970-71) as compared to the increase between the two previous years (1968-69 and 1969-70). This trend holds for the cost per pupil in the self-contained classroom and special subject program areas but not for the departmentalized programs. With regard to teacher salaries, the findings indicate that there is a definite increase in teacher salary cost per pupil accompanying the "45-15" plan. This increase, however, seems to be overshadowed by decreases in other elements. There appear to be decreases in per pupil cost in (1) supplies and equipment, (2) other instructional costs, (3) principals' salaries, (4) guidance and counseling, and (5) operations and maintenance. (Author)

ED 077 118

EA 005 058

Place, Roger A.

The Performance-Based Curriculum.

Pub Date 6 Feb 73

Note—18p.; Speech given before the National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), *Curriculum Design, Curriculum Development, Educational Change, *Information Systems, *Performance Criteria, *Performance Factors, Speeches, *Student Centered Curriculum, Student Participation, Student Teacher Relationship

Identifiers—*Competency Based Curriculum, Norfolk City Schools

The author defines the performance-based curriculum, presents some inherent instructional advantages of and attendant obstacles to its inception, and outlines briefly a case study of the Norfolk Public Schools where performance-based curriculum was instituted with some success. He presents performance-based curriculum as a decentralized information system designed to provide instructional data to interested parties; one that employs the concept "teacher-free" (free of significant individual teacher bias and interpretation) and is characterized by its specificity of competencies to be mastered -- success evidence, facilitative conditions, and student-centered focus. The development of such a system, the author contends, involves a lengthy piecemeal, step-by-step procedure; the ultimate objective being a fundamental, "single flow" information system concentrating on the teaching-learning process and product. In such a system, communication requirements should be pinpointed, methods for treating the data incorporated, and data feedback facilitated. Implementation of the system on a large scale is best facilitated through the employment of electronic data processing. Involvement of teachers and first level administrators in the fundamental decisions required in the planning, development, and operation of the system for the performance-based curriculum is indicated as essential to the success of the program. (Author)

ED 077 119 88 EA 005 059
The Continuous School Year. The Cranston Quadracycle Plan for a Continuous School Year. Project Pacesetter.

Cranston School Dept., R.I.
 Pub Date Mar 72

Note--136p.

Available from--Office of Grant Programs, Cranston School Department, 845 Park Avenue, Cranston, Rhode Island 02910 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Community Surveys, Comparative Analysis, *Cost Effectiveness, *Curriculum Development, *Educational Improvement, Educational Innovation, Feasibility Studies, Individualized Instruction, Information Dissemination, Learning Readiness, Public Opinion, Schedule Modules, School Community Cooperation, School Surveys, Secondary Schools, Student Participation, *Surveys, *Year Round Schools

Identifiers--Cranston, Elementary Secondary Education Act Title III, ESEA Title III, *Project Pacesetter, Rhode Island

Acting on instructions from the Cranston School Committee, a committee comprised of educational professional staff, community leaders, citizens, and students was organized to consider the methods and feasibility of year-round schools. The year round concept and its application in various plans throughout the country was the subject of investigation by the committee for two years. This report to the community, school department, and elected officials of Cranston presents the progress, findings, and conclusions of Project Pacesetter from its inception to the present stage of its development. The report presents information on curriculum; the proposed model; cost analysis; and the results of surveys of teachers, students, citizens, and business and recreation segments of the community. The information provided in this report should be of significant value to those who intend to plan a year-round school program, and to the citizens of any community who must consider seriously whether this is an alternative they would like to use for their school system. (Author)

ED 077 120 EA 005 060

Differentiated Staffing Project.

Beaverton School District 48, Oreg.
 Pub Date May 70

Note--44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Clerical Workers, Community Resources, *Differentiated Staffs, Individualized Instruction, *Intermediate Grades, Middle Schools, *Occupational Information, *Paraprofessional School Personnel, Professional Recognition, Program Descriptions, *Staff Utilization, Student Teacher Ratio, Talent Utilization, Teacher Aides

Identifiers--Beaverton, Mountain View Intermediate School, Oregon

Beaverton is one of five school districts in the nation in the advanced stages of adopting a differentiated staffing program. This packet of three brochures describes their program. One report reflects the recommended job descriptions made for and by the staff of an intermediate school. Another report summarizes written reaction reports submitted at the end of the 1970-71 academic year by 12 members of the staff at the intermediate school, representing a cross section of various levels of involvement. The third item, a 12-page brochure, consists of text and photograph coverage of the program at an elementary school as well as at the intermediate school. A related document is EA 005 016. (Photographs may reproduce poorly.) (MLF)

ED 077 121 EA 005 061

Goals and Needs of Maryland Public Education. A Study.

Maryland State Dept. of Education, Baltimore.

Pub Date 30 72

Note--33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Achievement Rating, *Educational Accountability, *Educational Needs, *Educational Objectives, Public Education, *Public Opinion, Questionnaires, *School Surveys, Tables (Data)

Identifiers--Maryland

The main purposes of the study were to (1) validate the goals of public education in the State and to determine the relative importance of these goals; (2) determine the extent to which these goals were being attained; (3) establish critical educational needs for the State on the basis of goal importance and extent of goal attainment; and (4) gather opinions from the public about school processes and issues in education. A questionnaire, mailed to a sample of almost 24,000 people representing a variety of subgroups, asked the respondents' opinions of 37 listed specific goals and 19 educational issues. Fifty-two percent of the sample responded to the questionnaire. (Author/MLF)

ED 077 122 EA 005 062

Maclure, Stuart

Styles of Curriculum Development. A Report of an International Conference (Monticello, Illinois, September 19-23, 1971).

Illinois Univ., Urbana.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency--National Science Foundation, Washington, D.C.

Pub Date 72

Note--69p.

Available from--OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, D.C. 20006 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--Concept Formation, *Conference Reports, Consolidated Schools, *Curriculum Development, Decentralization, Educational Change, Educational Innovation, Educational Philosophy, *International Organizations, *Models, School Organization, Social Change, *Values

Thirty-nine people from 10 OECD member countries participated at this conference aimed at setting the value-loaded questions of curriculum development in an international context. The conference looked at the relationship between development styles for development enterprises as a whole and the developmental pattern of individual projects. Attention was concentrated on how curriculum developments are defined and by whom, in what terms they are formulated, and how activities are generated in response to these needs and purposes. Much of the discussion centered around (1) the contrast between centralized and decentralized systems; (2) the impact of curriculum development on the role of the teacher; and (3) the relationship between the center and the periphery -- referring to central government curriculum department and schools. This document synthesizes the substance of four discussion groups. (Author/MLF)

ED 077 123 EA 005 063

Armstrong, Harold R.

A Teacher's Guide to Teaching Performance Evaluation.

School Management Inst., Inc., Worthington, Ohio.

Pub Date 72

Note--24p.

Available from--School Management Institute, 6800 High Street, Worthington, Ohio 43085 (Stock No. 572-5000, \$1.75, Quantity Discounts)

Document Not Available from EDRS.

Descriptors--Administrator Evaluation, *Behavioral Objectives, Board of Education Policy, Data Collection, Feedback, Guides, *Inservice Programs, Objectives, *Performance Criteria, Personnel Data, Self Evaluation, *Task Performance, Teacher Administrator Relationship, *Teacher Evaluation

What is popularly known in teacher evaluation as "the Redfern Approach" has emerged from almost two decades of experimentation and discussion. This approach involves setting performance standards and job targets, monitoring the data, the evaluating, the evaluation conference, and related followup activities. This guide is intended to fill a gap in performance evaluation inservice training. Most such materials have been prepared for evaluators rather than for teachers, whose understanding of the process is vital to its success. This booklet stresses what is done "with" the teacher rather than "to" the teacher. It describes, from the evaluatee's viewpoint, the entire performance evaluation cycle; and it emphasizes techniques in setting job targets, using monitored data, self-evaluation, and evaluation conference preparation and participation. Also discussed are the importance of behavioral objectives in setting goals, the power of self-evaluation, the requirements for documentation of performance data, and the need for mutual trust between the evaluator and evaluatee. A related document is EA 005 064. (Author/MLF)

ED 077 124 EA 005 064

Redfern, George B.

How To Evaluate Teaching. A Performance Objectives Approach.

School Management Inst., Inc., Worthington, Ohio.

Pub Date 72

Note--112p.

Available from--School Management Institute, 6800 High Street, Worthington, Ohio 43085 (\$5.00)

Document Not Available from EDRS.

Descriptors--Administrator Evaluation, *Behavioral Objectives, Board of Education Policy, Data Collection, Educational Accountability, *Inservice Programs, Objectives, *Performance Criteria, Personnel Data, Principals, Self Evaluation, Summative Evaluation, *Task Performance, Teacher Administrator Relationship, *Teacher Evaluation

This book is concerned with the objectives of teacher evaluation, the materials and tools of evaluation, and the utilization of evaluation outcomes. The principal's attitude toward and his vital role in the evaluation process is discussed, and one chapter contains the approach for the performance evaluation of administrators. A related document is EA 005 063. (MLF)

ED 077 125 EA 005 067

Dubois, Sheila, Ed.

Relevance in the Curriculum. Ontario Association for Curriculum Development Annual Conference (21st, Toronto, Ontario, November 9-11, 1972).

Ontario Association for Curriculum Development, Toronto.

Pub Date Nov 72

Note--118p.

Available from--Ontario Association for Curriculum Development, Suite 550, 1260 Bay Street, Toronto, Ontario M5R 2B5 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Adult Education, Alternative Schools, *Conference Reports, *Curriculum Development, Educational Accountability, *Educational Objectives, *Environmental Influences, Futures (of Society), *Relevance (Education), Self Concept, Teacher Education

This report contains 31 group discussion reports and the texts of two speeches delivered at the general session. These speeches, both dealing with relevance in the curriculum, were presented by W. H. Worth, Deputy Minister of Advanced Education in Alberta and the Honorable Thomas L. Wells, Minister of Education. The discussion reports are organized under (1) curriculum change, (2) environmental factors influencing curriculum, (3) alternative models, (4) teacher

preparation, and (5) education for the future. Two of the reports (one concerning environmental factors influencing curriculum and the other on education for the future) are in French. The minutes of the business session conclude the report. (MLF)

ED 077 126 EA 005 068
Hubley, John W.

School Volunteer Programs. How They Are Organized and Managed.

School Management Inst., Inc., Worthington, Ohio.

Pub Date 72

Note—48p.

Available from—School Management Institute, 6800 High Street, Worthington, Ohio 43085 (Stock No. 872-2500, \$4.00, Quantity Discounts)

Document Not Available from EDRS.

Descriptors—Guidelines, Human Services, *Management, Orientation, Paraprofessional School Personnel, Parent Participation, Program Evaluation, Public Schools, Recruitment, School Aides, *School Community Relationship, School Industry Relationship, School Services, Teacher Aides, Tutorial Programs, *Voluntary Agencies, *Volunteers, *Volunteer Training

Educational volunteer management in recent years has emerged as a highly skilled and specialized profession that is undergoing rapid expansion. Full time staff members have been employed by some boards of education to carry out the specialized management requirements of volunteer recruiting, training, evaluating, assigning, and supervising. A sound volunteer program requires (1) a general statement of goals and objectives and (2) a detailed statement of guidelines and procedures to achieve the goals and objectives. The caliber of those who are sought out and recruited is probably the most decisive factor in achieving a quality program. Recruitment must be followed by adequate orientation or training for the specific assignment. Strong support, encouragement, and enthusiastic appreciation on the part of school administrators and teachers are essential in keeping a volunteer program functioning. (Author/MLF)

ED 077 127 EA 005 072
Barracough, Terry

The Role of the Elementary School Principal. Educational Management Review Series Number 19. Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Administrator Responsibility, *Administrator Role, Change Agents, Changing Attitudes, *Educational Administration, *Elementary Schools, Futures (of Society), Humanization, Leadership, Leadership Responsibility, *Literature Reviews, Performance Criteria, Performance Factors, *Principals, Public School Systems, Role Conflict, Role Perception

The contemporary school principal performs an ever increasing number of complex, largely undefined roles. These roles, to be performed effectively, should be clearly defined; and the principal should be willing to move from the traditional administrative arena toward an acceptance of those new responsibilities designed to help him keep pace with current social and educational changes. Many of the documents reviewed here are concerned with some specific aspects of the principal's role, such as role perceptions and expectations, educational duties, administrative change agent functions, and guidance program responsibilities. The literature examined also reflects some of the problems inherent to the elementary school principalship and offers suggested remedies. Some of the material cited also speculates on the future of the principalship at the elementary level. (Author)

ED 077 128 EA 005 079
Christopher Jencks in Perspective.

American Association of School Administrators, Washington, D.C.

Pub Date 73

Note—66p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00378, \$4.00, Quantity Discounts)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Compensatory Education, Economic Disadvantage, *Educational Equality, *Educational Research, *Equal Opportunities (Jobs), Family Background, Family Environment, *Income, *Poverty Research, Standardized Tests, Statistical Analysis, Statistical Data

Identifiers—*Jencks (Christopher)

This report contains the original article by Christopher Jencks and Mary Jo Bane on inequality, which was based on the book entitled, *Inequality: A Reassessment of the Effect of Family and Schooling in America*, by Christopher Jencks and others. To assist school administrators in assessing Jencks' findings, the American Association of School Administrators (AASA) invited ten educational authorities to prepare brief reactions to the published article. Their comments are presented here. Some of the respondents question Jencks' selection and interpretation of data; while others are particularly critical of Jencks' conclusions about the ability of schools to reduce inequality. A related document is EA 005 116. (Editor/JF)

ED 077 129 EA 005 089
Pierce, Willitt S. Remstad, Robert C.

A Bibliography of References to the Extended School Year, Year-Round School and Related Topics (Version I).

Southeast Wisconsin Regional Education Center, Burlington.

Report No.—SWREC-5-72-023

Pub Date May 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographic Citations, *Bibliographies, *Extended School Year, *Year Round Schools

This document represents a compilation of the bibliographic references of all documents that had been collected by the Southeast Wisconsin Regional Education Center (SWREC) prior to March 1, 1972. The bibliography has been organized into the major chronological segments: Before 1950, 1950-1959, 1960-1964, 1965-1969, 1970, and 1971. Within each section, citations are listed alphabetically by author's name. A related document is EA 005 090. (Author/MLF)

ED 077 130 EA 005 090
Remstad, Robert C.

An Historical Overview and Critique of the Extended School Year Movement.

Southeast Wisconsin Regional Education Center, Burlington.

Report No.—SWREC-5-72-024

Pub Date May 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analytical Criticism, Bibliographies, Cost Effectiveness, Educational Finance, Educational History, Educational Quality, *Extended School Year, Facility Utilization Research, Feasibility Studies, Individualized Instruction, *Literature Reviews, Maturation, *School Calendars, School Schedules, Social Attitudes, Summer Schools, *Year Round Schools

This paper provides educational and lay groups in the local community with background information and a good comprehensive review of the literature. The aim is to facilitate investigations into the complex issues involved in the consideration of extended school year scheduling. The review begins with a sketch of a simple model of the school calendar that emphasizes variables manipulated in creating options to the traditional 9-month calendar. A listing of the major issues that a local feasibility study should address and a discussion of the extent to which the existing literature illuminates those issues follows. Finally, a brief historical overview of this nation's experience with ESY is presented. A related document is EA 005 089. (Author/MLF)

ED 077 131 EA 005 101
Molnar, Alex

Modes of Values Thinking in Curriculum.

Pub Date Mar 73

Note—8p.; Paper presented at Annual Conference of Association for Supervision and Cur-

riculum Development (28th, Minneapolis, Minnesota, March 17-21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Curriculum, *Curriculum Design, Speeches, *Theories, *Values

This paper proceeds from the assumption that (1) thinking about values is necessary and critical for people interested in curriculum; (2) curriculum designs are value-oriented statements; (3) in approaching curriculum thinking from an interest in values, it is important to identify clearly the unit of interest and its relationship to other units of interest; (4) the focus and use of values thinking will be different from one unit of interest to another; and (5) that attempts at a productive dialogue, when primary interests are in different units, lead to hostility and confusion rather than to understanding and clarity. From these assumptions, the author draws four implications: (1) it is important to clearly identify one's unit of interest before entering into dialogues concerning values in curriculum, because the unit of interest will determine the focus of values-thinking; (2) values-thinking at the conceptual, transactional, and transformational levels is referenced by the mode of thought at the preceding level; (3) practice affects theory building through the interaction of the generative mode of the transformational level with the theoretical level; and (4) the proper focus of study for understanding the valuing process is the interaction between the transactional and transformational levels. (Author)

ED 077 132 EA 005 116
Longstreet, Wilma S.

Beyond Jencks: The Myth of Equal Schooling.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 73

Note—37p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17928, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Analytical Criticism, Compensatory Education, *Educational Equality, *Educational Objectives, *Educational Research, Equal Opportunities (Jobs), Family Background, Family Environment, *Income, Intelligence Tests, Statistical Analysis, Statistical Data

Identifiers—*Jencks (Christopher)

This critique of Jencks' book on inequality suggests that Jencks and other authors, in criticizing the concept of equal educational opportunity, have considered only one or two dimensions of that concept. In Jencks' case, the report notes, equality was measured only in vocational/economic terms, with the political, social, moral, intellectual, or self development goals of education being ignored. The author compares Jencks' perspectives on the role of education with those of Illich, Kozol, Herndon, and Jensen. A related document is EA 005 079. (JF)

ED 077 133 EA 005 123
Year-Round Education Activities in the United States. First Annual Survey of State Education Agencies Concerning Activities, Including Legislation, in Year-Round Education in the United States.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Virginia State Dept. of Education, Richmond.

Pub Date Apr 73

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Educational Planning, Information Dissemination, *State Departments of Education, State Legislation, *State Surveys, *Tables (Data), *Year Round Schools

This survey, generated in planning sessions for the 5th National Seminar on Year-Round Education, puts into usable form needed information important to the year-round education movement. The document contains tables with data by State on number of programs, status of the programs, funding sources, grade levels, type of project, purpose of projects, extent of curriculum change, teacher contract effects, and evaluation status. (Author/MLF)

ED 077 134

EA 005 145

Mason, Ward S. Gross, Neal

Role Conceptualization and Empirical Complexities

Pub Date 53

Note—10p.; Paper presented at American Sociological Society Annual Meeting (Berkeley, California, August 30-September 1, 1953)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Behavior Patterns, Board of Education Role, *Occupations, Performance, Research Problems, *Role Conflict, Role Models, Role Perception, *Role Theory, Socialization, Speeches, *Superintendent Role

Certain problems arose in an attempt to develop a research design for studying the social role of the school executive. The study was to examine the degree of consensus on behavioral expectations for the occupants of this occupational role, the degree of potential or actual role conflict in this social position, and the manner in which an occupational role is defined and "learned." Most existent conceptual role models need to be reformulated to give them a greater empirical utility. It becomes necessary to develop conceptual frameworks and analytic categories to handle data that reveal different numbers and kinds of relevant alters in respect to different sectors of ego and alter behavior as incumbents of social positions. This suggests that what is usually viewed as a single role may require subdivision into a number of sub-roles for the explanation of the incumbent's behavior. The common practice of assuming that a particular status or position has associated with it a set of rights and duties on which there is consensus should, therefore, be abandoned. (Authors/WM)

ED 077 135

EA 005 158

McCleary, Lloyd E.

An Essay on Role Attrition: Three Studies of the Job of the Principal.

Pub Date 8 Apr 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrator Responsibility, *Administrator Role, Bureaucracy, Communication Skills, *Educational Change, Educational Research, Group Structure, Interaction Process Analysis, Interpersonal Relationship, Management Systems, Power Structure, *Principals, School Administration, School Systems, *Secondary Schools, Urban Schools

Identifiers—*Competency, Role Attrition

Data generated from three studies in twenty-two urban secondary schools indicate that the role of the secondary school administrator has been and is undergoing a steady attrition in terms of domain and scope of influence, sources of organizational power, and bases of authority to effectively lead a professionalized organization. One series of investigations dealt with analysis of administrative tasks, one with communication nets and flow of interpersonal influence, and a third with analysis of the authority hierarchy and the relationship of the principal to other authority figures. Since wide variations existing in the role were found to be related to district size, the author suggests as three alternative explanations: (1) the demands and suggestions of the district office personnel, which gave high priority to management matters and required other activities to be handled in an administrative rather than in a supervisory way; (2) principals' preferences by training and experience; and (3) the high degree of stability over time in a school's organizational structure, so that past practices were a significant determinant of the principal's role. The author asserts that the steady attrition of the principal's role and the shift from educational values to educational mechanics show the principal to be threatened from both directions in the hierarchy, that is, by central office staff and by the demands of teacher militancy. (Author/WM)

ED 077 136

EA 005 159

McCleary, Lloyd E.

Competency Based Educational Administration and Applications to Related Fields.

Pub Date 16 Jan 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, *Administrator Evaluation, *Administrator Qualifications, *Educational Administration, Educational Needs, Models, Objectives, Occupational Information, Performance Criteria, *Skill Analysis, Standards, Supervisors, Task Analysis, Task Performance

Identifiers—*Competency, Needs Assessment

No group can claim professional standing without explicit statements about what constitutes competence in that field and the means by which competence can be attained and assessed. The definition of competencies is the beginning step in a total competency based program of administrative development. Such definition includes (1) specification of the task or defined role; and (2) indication of the knowledge, ability, or other identifiable characteristics needed to perform the task or role. Competency statements are written in molar form, including required technical, conceptual, and human knowledge skills. These statements are then ordered according to priority and the level of competence (familiarity, understanding, or application) specified. A new model for administrative development works from an agreed conceptual level about the components needed for an integrated, quality development program and attempts to indicate where differences of opinion lie about implementation within each component. The primary means by which competence is to be attained can be classified in a unified program that extends from formal university instruction into on-the-job education in the field. (Author/WM)

ED 077 137

EA 005 160

Gale, Larrie McCleary, Lloyd E.

Competencies of the Secondary School Principal: A Need Assessment Study.

Pub Date [72]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Education, *Administrator Evaluation, Administrator Selection, Certification, Educational Accountability, Evaluation Criteria, Inservice Education, Preservice Education, *Principals, Public Schools, Questionnaires, *Skill Analysis, *Standards, Statistical Studies, Task Analysis, Task Performance

Identifiers—Assessment, *Competency

A major movement is underway to reorder preservice and inservice preparation, certification requirements, and on-the-job performance of public school administrators in terms of specified competencies. The movement stems from the recognized need for more precision in training programs and more valid assessment procedures for measuring the performance of administrative officers. The intent of the study reported here was to develop procedures that would identify and validate statements of competence that could then be used in satisfying the need for data-based planning of preservice and inservice educational programs. These same validated statements of competence could also be used as criteria for personnel selection, or for advancement and merit considerations. This procedure may thus be used to produce data for determining which competencies ought to be acquired in a preservice educational program for preparing principals, or with inservice programs that seek to improve the quality of the principalship. (Authors)

ED 077 138

EA 005 161

McCleary, Lloyd E. McIntyre, Kenneth

Competency Development and the Methodology of College Teaching: A Model and Proposal.

Pub Date [71]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Education, Administrator Evaluation, Classroom Observation Techniques, *College Instruction, College Programs, *Instructional Design, *Models, Skill Analysis, Standards, Supervisors, Task Analysis, Task Performance, *Teaching Methods

Identifiers—*Competency, Competency Based Curriculum

This article is an attempt to assist professors of school administration in the planning of their instructional activities. Its purpose is to present a planning framework by which the type and level of learning desired can be matched with the most appropriate, feasible, and effective processes for attaining that learning. A model is presented for a "Competency Based Curriculum." The model includes a competency dimension classified

primarily as technical, conceptual, or human; levels of competence to be attained (familiarity, understanding, or application); and the content (subject matter) and processes (methods) to be employed to develop the competency specified. The authors stress that in applying the model, the identification of competencies must include the active participation of practicing school administrators if competencies are to be relevant and properly analyzed into their component parts. The final section of the article examines the applicability of current instructional methodologies to the competency based curriculum model. (Authors/WM)

ED 077 139

EA 005 162

McCleary, Lloyd E.

Training for the Principalship: Institution, Program, Professor.

Pub Date [73]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Education, Administrator Evaluation, Educational Administration, *Educational Programs, *Instructional Innovation, *Principals, Professors, *Program Planning, Questionnaires, Standards, Teaching Methods

Identifiers—*Competency, Competency Based Curriculum

The role of those who train educational administrators is largely shaped by influences emanating from the training requirements or nature of the program to be provided and the institutional setting in which that training occurs. Present concerns in these areas are producing a good deal of questioning about the professorial role itself. Radical revisions are needed in programs, institutional arrangements, and the professorial role. Results of a questionnaire indicate a push toward (1) competency based training, however that may be defined; (2) extern or off-campus programs with established principals, usually two days per month for credit; (3) block time for teaching integrated content intensively, usually team taught; (4) group process experiences; and (5) individualization. In terms of instructional methodologies, the survey indicates a changing orientation in favor of the case study and the internship, field projects, simulation, and surveys. There is a need for a study of the institutional arrangements for program development and the conditions of the professorship itself, and for emphasis on improving the institutional conditions that will permit systematic exploitation of the promising practices now available. (Author/WM)

ED 077 140

EA 005 163

Nostrand, Peter F.

Headmasters: in Theory and Practice.

Pub Date 73

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Administrator Background, Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Bibliographies, Decision Making, Helping Relationship, Interpersonal Relationship, Leadership, *Leadership Qualities, Literature Reviews, *Principals, Private Schools, *Questionnaires, Tables (Data), Teacher Administrator Relationship

Identifiers—New England

The investigation reported on here was designed to determine the common demands of the position of headmaster as distinct from the unique individuality of the headmaster personality. The first part of the presentation draws its information from current literature and attempts to set down the theoretical bases of the headmaster-ship. The literature points to certain desirable personal characteristics and leadership qualities, including basic managerial skills and dedication to the educational process and to individual needs. It stresses the need to understand the individuality of each group affected by the school; i.e., students, faculty, staff, parents, trustees, alumni, community members, and an employee and his dependents. Related documents are ED 071 177-78 and headmasters should be capable of fulfilling the various roles of change facilitator, financial manager, decision coordinator, educational enthusiast, communicator, and evaluator. The second part of the report presents the results of a questionnaire sent to a select group of prac-

ting headmasters. Some of the conclusions derived from the findings indicate that (1) headmasters wish to spend considerably more time conferring with faculty, students, and parents, but not with trustees; (2) the activities of improving instruction and evaluating were performed less frequently than desired; (3) most independent school headmasters have had relatively little experience in public schools; and (4) general experiences in graduate schools are the least helpful in preparing headmasters for their leadership roles. (Author/WM)

ED 077 141 EA 005 238

Salary Guides and Fringe Benefits for Non-Certified Personnel, 1972-73. Bulletin No. III.

New Jersey School Boards Association, Trenton.

Div. of Special Services.

Pub Date 73

Note—81p.

Available from—New Jersey School Boards Association, 407 West State Street, P. O. Box 909, Trenton, New Jersey 08605 (Series: \$5.00; Single Copy: \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance Officers, Clerical Workers, *Fringe Benefits, Leave of Absence, *Nonprofessional Personnel, Office Occupations, *Personnel Data, Personnel Policy, Public Schools, *Salaries, School Maintenance, *School Personnel, Student Transportation, Wages

Identifiers—Bus Drivers, *New Jersey

This bulletin lists salary guide and fringe benefit data for noncertified personnel in 162 of New Jersey's 604 school districts. The data provided are grouped according to (1) office and attendance personnel, (2) maintenance and operations personnel, (3) transportation personnel, and (4) cafeteria personnel. Each section reports the minimum and maximum salaries paid for various positions, the average salary increase, and the vacation policy. Additional fringe benefit and compensation data include the sick leave and the personal leave allowed per year, the number of paid holidays exclusive of vacation days, and the percentage of hospitalization paid by the board for an employee and his dependents. Related documents are ED 071 177-78 and EA 005 239. (Author/DN)

ED 077 142 EA 005 239

Salary Guides and Fringe Benefits for Non-Certified Personnel, 1972-73. Bulletin No. IV: Index & Analysis.

New Jersey School Boards Association, Trenton.

Div. of Special Services.

Pub Date 73

Note—80p.

Available from—New Jersey School Boards Association, 407 West State Street, P. O. Box 909, Trenton, New Jersey 08605 (Series: \$5.00; Single Copy: \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance Officers, Clerical Workers, Food Service Workers, Fringe Benefits, *Indexes (Locators), *Nonprofessional Personnel, Office Occupations, *Personnel Data, Personnel Policy, Public Schools, Salaries, School Maintenance, *School Personnel, *Statistical Analysis, Student Enrollment, Student Transportation, Tables (Data), Wages

Identifiers—Bus Drivers, *New Jersey

This is the last of a series of four bulletins which provide salary guide and fringe benefit information relative to noncertified personnel in New Jersey's 604 school districts. The major portion of the document is given over to an analysis of the data contained in the three previous bulletins. This volume also provides an index to those bulletins. To refer to these bulletins see ED 071 177-78 and EA 005 238. The analysis synthesizes the data provided in the previous three bulletins. It takes the form of 11 tables that contain (1) district distributions by county and by group; (2) the means of salary guide minimums and maximums for selected office personnel; (3) the means of guide minimums and maximums by enrollment groups for some of these same groups of personnel; (4) a report by enrollment group average increment and mean number, or mean percentage for various kinds of days off; and (5) reports of hospitalization, uniform compensation, and license benefits. (EA)

ED 077 143

Tracz, G. S. Burntyk, W. A.

Teacher Cost Models. Educational Planning Occasional Papers No. 5/72.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning.

Pub Date Aug 72

Note—90p.

Available from—Not available separately; only as part of package with EA 005 254 and EA 005 255. Publications Department, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (Complete package \$5.00)

Document Not Available from EDRS.

Descriptors—Contract Salaries, *Costs, Data Bases, Decision Making, *Economic Research, Educational Legislation, Mathematical Models, *Models, Policy Formation, Prediction, Secondary Schools, Tables (Data), *Teacher Distribution, Teacher Qualifications, *Teacher Salaries

Identifiers—Canada, Ontario

This report describes the development of a teacher cost model for the Ontario secondary school system that allows educational officials, using a specified set of input information, to forecast the provincial wage-bill for a period of up to five years. The model is composed of two sub-models -- the teacher manpower sub-model and the teacher salary sub-model. A grid of teacher headcounts by category and experience and a grid of salary entries corresponding to the teacher salary schedule are generated from data obtained from the Ontario Secondary School Teachers' Federation. Methods for the estimation of teacher leaving and hiring rates and the estimation of teacher salary schedules are developed and applied to the model thereby generating estimates of future manpower distributions and salary schedules for the school years 1971-76. The model thus created calculates the teacher wage-bill for a selected set of parameters. Various implications of these projections for decisionmaking and policy analysis are discussed. Related documents are EA 005 254 and EA 005 255. (Author)

ED 077 144

Burntyk, W. A.

Estimation of Teacher Salary Schedules. Educational Planning Occasional Papers No. 6/72.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Sep 72

Note—14p.

Available from—Not available separately; only as part of package with EA 005 253 and EA 005 255. Publications Department, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (Complete package \$5.00)

Document Not Available from EDRS.

Descriptors—Algorithms, *Costs, Educational Planning, Mathematical Applications, *Mathematical Models, *Prediction, *Predictor Variables, Secondary Schools, Teacher Experience, Teacher Qualifications, *Teacher Salaries

Identifiers—Ontario School System, *Salary Schedules

This paper describes the method used by Tracz and Burntyk for the estimation of future salary schedules in the Ontario secondary school system. The application of the algorithm to the Ontario secondary school system predicts a possible breakdown in the fixed step salary schedule at about 1980. This situation results primarily because of the consistent upgrading of teaching experience in the teacher force. Around 1980, the number of teachers at or very near the maximum of their category will be very high, and the number of new inexperienced teachers will be very low (because of decreasing enrollment.) Therefore, the tendency to provide salary increases of from 6-8 percent will necessitate increasing the maxima to approximately the same degree. This system, if applied over a number of years, would undermine the structure of the fixed step salary schedule. Although the algorithm presented here is not entirely satisfactory -- one of the negotiable variables, the number of years to reach the maximum, is used as a variable -- and is currently being modified, one of its merits is the ease with which salary schedules five or ten

EA 005 253

years from now can be created. Related documents are EA 005 253 and EA 005 255. (Author)

ED 077 145

Tracz, G. S. Burntyk, W. A.

Estimation of Teacher Leaving and Hiring Rates. Educational Planning Occasional Papers No. 7/72.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date Aug 72

Note—12p.

Available from—Not available separately; only as part of package with EA 005 253 and EA 005 254. Publications Department, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario (Canada) (Complete package \$5.00)

Descriptors—Algorithms, *Costs, *Mathematical Models, *Prediction, *Predictor Variables, Teacher Employment, Teacher Experience, Teacher Qualifications, *Teacher Supply and Demand

Identifiers—Ontario School System

To fully develop a teacher cost model, it is essential to be able to forecast the number of teachers that leave the experience category distribution -- not only the total number that leave, but also the number that leave from each category and experience level within the distribution. Similarly, it is essential to be able to forecast, to the same detail, the number of teachers that change from one category to another. The set of algorithms presented here describes the methods that have been used in the estimation of these variables. Attempts are being made to improve these algorithms. For example, it would be desirable to incorporate the availability of summer school courses, and therefore the capacity for upgrading teacher qualifications, in the change of category rates. Also, hiring rates by category and experience should change relative to the supply and demand of teachers of various qualifications and experience. Related documents are EA 005 253 and EA 005 254. (Author)

ED 077 146

Beegle, Charles W., Ed. Brandt, Richard M., Ed.

Observational Methods in the Classroom.

Association for Supervision and Curriculum Development, Washington, D.C.

Report No.—ASCD-17948

Pub Date 73

Note—95p.; Edited Papers presented at ASCD

Southeastern Regional Conference

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17948, \$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Observation Techniques, *Conference Reports, English Instruction, Instructional Improvement, Mathematics Instruction, Nonverbal Communication, *Public Schools, Research Methodology, Self Evaluation, Student Behavior, Student Participation, *Supervisor Qualifications, *Supervisors, Teacher Administrator Relationship, Teacher Behavior, Teacher Supervision, Teaching Styles

The ASCD Supervision Council established three regional conferences to (1) assure that supervisors in elementary and secondary education would have the opportunity for self-renewal through a wide variety of meaningful experiences, and (2) help supervisors and curriculum workers develop skills and competencies that could be shared with teachers. The Southeastern Conference had as its theme, "Systems for Observing In-School Operations." The papers presented at this conference are included, in edited form, in this booklet, and include Leslee J. Bishop, "Systems for Observing In-School Operations;" Robert S. Fleming, "The Supervisor as an Observer;" James Rath, "Problems Associated with Describing Activities;" Richard M. Brandt, "Toward a Taxonomy of Observational Information;" Donald M. Medley, "Measuring the Complex Classroom of Today;" Charles M. Galloway, "The Nonverbal Realities of Classroom Life;" Larry S. Bowen, "Use of the Flanders Interaction Analysis System;" I. V. Ahnell and Horace C. Hawn, "Self-Evaluation Through Video Tape

Recordings;" William C. Lowry, "Content Analysis of Mathematics Instructional Materials;" Joseph E. Strzpek, "Analyzing the Content of English Instruction: A Point of View;" Harold R. Strang and James R. George, "Instrumentation in Monitoring and Recording Human Behavior;" and Richard M. Brandt and Hugh V. Perkins, Jr., "Observation in Supervisory Practice and School Research." (Author)

ED 077 147 EA 005 272

Baldrige, J. Victor Burnham, Robert

The Adoption of Innovations: The Effect of Organizational Size, Differentiation, and Environment.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRD-R&D-Memo-108

Pub Date May 73

Contract—NE-C-00-3-0062

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), Diffusion, *Educational Innovation, Environmental Influences, Multiple Regression Analysis, *Organization, *Organization Size (Groups), Predictor Variables, Research Methodology, *School Community Relationship, *School Districts, Tables (Data)

Identifiers—Demand Structures, Differentiation, *School District Size

Three organizational characteristics of public school districts were studied in order to determine their effects on the adoption of innovations. The sample was 184 school districts in Illinois. A list of 20 innovations was compiled, and the number actually implemented was reported by district superintendents. The ratio of the number of innovations implemented to the number possible for the district was the measure of a district's innovativeness. Each of the three factors investigated had a positive impact on the adoption of educational innovations by the schools. It is suggested that these organizational factors were influential because increased size and complexity generate specialists who search for new solutions to problems within their areas; and environmental complexity and change pose more complex problems, which must be met by more innovation. Policies and practices for promoting innovation in school districts are proposed. A selected reference list is included. (Author)

ED 077 148 EA 005 277

Nelson, Richard G.

An Analysis of the Relationships of the Multinunit School Organizational Structure and Individually Guided Education to the Learning Climate of Pupils.

Pub Date Feb 73

Note—13p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Comparative Analysis, Elementary Schools, *Elementary School Students, *Multinunit Schools, *Organization, *School Environment, Self Concept, Speeches, Student Attitudes

A comparative study was conducted to investigate the relationship of the multinunit school organizational structure and Individually Guided Education to the learning climate of pupils. The responses of 410 pupils in traditionally organized schools were compared to the responses of 566 multinunit school pupils on several attitudinal measures including self-concept as learners; and their attitudes toward instruction, other pupils, teachers, administration, plant, community, and school in general. Analysis of variance indicated that the multinunit school pupils generally had a more positive attitude than did the control pupils on all measures, with the exception of attitudes toward teacher and administration where no difference was found. (Author)

EC

ED 077 149 EC 051 845
A Guide for the Management of Special Education Programs. 1.0 Program Organization. Newday

Operations Guide for Drug Dependent Minor Programs.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, Drug Abuse, *Drug Addiction, Emotionally Disturbed, *Exceptional Child Education, *Program Descriptions, *Special Schools

Presented is the first component, Program Organization, of a special day class educational program emphasizing rehabilitation, remedial instruction, and return to regular school programs for drug dependent minors. Included are statistics on drug use in California and the administrative code under which drug dependent minors are eligible for special education. Alternative drug programs (individual home instruction, special day class programs and on campus programs) are discussed. Briefly described are the evolution and objectives of Sunshine School, the special day class program. A visit to the school is described in narrative form. Examined are the referral, admission, and diagnostic procedures, the curriculum, the method for assigning credits, and the counseling services at the school. Policies relating to drug use, attendance, and major rule infractions are delineated. Also noted are the use of behavior modification, and the need for parental and community support. Stressed is the need for record keeping and orderly program exit procedures. Methods of program evaluation are described; and staff responsibilities, job descriptions, and desired personnel qualifications are listed. Also mentioned are inservice training, funding sources, and a budget model giving typical costs. Offered are a case history of a student and a summary in chart form of student characteristics. (See EC 051 846 through EC 051 849 and EC 050 205 through EC 050 212 for related documents). (DB)

ED 077 150 EC 051 846

A Guide for the Management of Special Education Programs. 2.0 Education and Counseling. Newday Operations Guide for Drug Dependent Minor Programs.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, *Class Activities, *Curriculum Development, Drug Abuse, *Drug Addiction, Emotionally Disturbed, *Exceptional Child Education, *Instructional Materials, Program Descriptions

Presented is the second component, Education and Counseling, of a special day class educational program for drug dependent minors. A major goal of the program is given to be the provision of successful academic experiences, positive rewards for desired behavior, and individual and family counseling. The behavior modification program is described, and listed are suggested positive activities (such as being on time) of the point system used by the school. The school curriculum is summarized, grades are discussed, and methods of individualization and remediation are suggested. General course descriptions are given for activities in the cognitive, affective, and psychomotor domain. Pertinent instructional supplies are listed according to course. The major portion of the document consists of a series of 47 sample instructional activities grouped according to course and including instructional goals, instructional objectives, and procedures. Examples of activities or class projects are noteworthy and drug continuum (for the self discovery class), communicating with the "straights" and keeping a journal (English), a personal time capsule and rating the news (social science), group murals (arts and crafts), instant replay volleyball (physical education), and an overnight camping trip (outdoor education). (See EC 051 845, EC 051 847 through EC 051 849, and EC 050 205 through EC 050 212 for related documents). (DB)

ED 077 151 EC 051 847

A Guide for the Management of Special Education Programs. 3.0 Educational Simulations. Newday Operations Guide for Drug Dependent Minor Programs.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, Drug Abuse, *Drug Addiction, Emotionally Disturbed, *Exceptional Child Education, *Games, *Instructional Materials, Mathematics, Reading, *Simulation

Presented is the third component, Educational Simulations, of a special day class educational program for drug dependent minors. One objective of the project is said to have been the identification of instructional methods and materials suited to drug dependent minors. Educational games and simulations designed to provide practice in reading and arithmetic at the fifth or sixth grade level are described. Recommendations for use of the games include photocopying game materials in case of loss and adequate teacher preparation. Briefly described are the characteristics of each game or simulation in terms of title, designer, number of players, subject or subjects for which game is appropriate, time needed to play game, description of game, preliminary preparation necessary, and any special recommendations. The major portion of the document consists of the 11 games and simulations printed on heavy cardboard. Examples of games are the Mississippi Riverboat Race (arithmetic), Ascent-A Mountain Climbing Simulation (reading and arithmetic), Computer Poetry (reading and English), Grassland-An Ecology Simulation (reading and science), Historical Pairs (reading and history), and Zen Deity Science Quiz (science). (See EC 051 845, EC 051 846, EC 051 848, EC 051 849, and EC 050 205 through EC 050 212 for related documents). (DB)

ED 077 152 EC 051 848

A Guide for the Management of Special Education Programs. 4.0 Drug Information for Educators, Parents, and Students. Newday Operations Guide for Drug Dependent Minor Programs.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Drug Abuse, *Drug Addiction, *Drug Education, Emotionally Disturbed, *Exceptional Child Education

Presented is the fourth component of a special day class program for drug dependent minors, Drug Information for Educators, Parents, and Students. The first section, intended for educators, includes a drug abuse chart, information on the drug subculture, information on patterns of drug abuse and misconceptions about drugs, and suggested activities and reading material to increase drug awareness. A sample handout of drug information for parents of students enrolled in the drug dependent minors program is provided. Also given is a sample handout of drug information for students enrolled in the program. The following drugs are discussed individually in the handouts: psychedelics, amphetamines, barbiturates, opium and heroin, alcohol, marijuana and hashish, glues and gases, cocaine, nicotine, and caffeine. A glossary defines approximately 140 terms of drug jargon such as acid, backwards, freak, rainbows, and zig zag. (See EC 051 845 through EC 051 847, EC 051 849, and EC 050 205 through EC 050 212 for related documents). (DB)

ED 077 153 EC 051 849

A Guide for the Management of Special Education Programs. 5.0 An Evaluation of the project and Program. Newday Operations Guide for Drug Dependent Minor Programs.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Drug Abuse, *Drug Addiction, Emotionally Disturbed, *Exceptional Child Education, *Program Evaluation, *Special Schools

Presented is the fifth component of a special day class educational program for drug dependent minors, Evaluation of the Project and Program. All project goals and objectives such as the design and operation of a statewide replicable educational system to help drug dependent minors and the development of procedures for assigning behavioral objectives are said to have been attained except for the development of procedures for evaluating pupil progress and pre-

dicting instructional success which was partially attained. Evaluated in terms of each student's status is the specific program at Sunshine School, and discussed are the benefits provided to the students and students' attitudes towards the program. It is concluded that the project and program attained the major objectives set. Among the recommendations for future research and legislation given are that a special day class program only for drug dependent users living in 24 hour drug treatment programs be developed, and that legislation be passed to fund programs for drug abusing youths enrolled in regular and continuation school programs. (See EC 051 845 through EC 051 848 and EC 050 205 through EC 050 212 for related documents). (DB)

ED 077 154 EC 051 876
The National Institute for Special Education, 1972.

National Inst. for Special Education, Yokosuka (Japan).
Pub Date 72
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Design, Child Development Centers, Educational Programs, *Exceptional Child Services, Facilities, *Handicapped Children, Information Centers, Inservice Teacher Education, *Institutions, *National Programs, Professional Personnel, Research Design, Research Utilization

Identifiers—Institutes, *Japan

Treated are the purpose, activities, organizational structure, and facilities of the Japanese institute for special education (SE). Activities noted concern SE research (in fields of medicine, psychology, education, and technology), information processing services, inservice teacher training, a child guidance center, and a school for handicapped children. Portrayed is the organizational structure consisting in a board of 20 SE specialists, a director, and departments for planning; administration; specific handicapped populations; and educational technology. Departmental functions are defined as collecting and maintaining SE materials; cooperating with national and foreign organizations; and promoting research through lectures and seminars. The institute's personnel are said to comprise 30 clerical, 40 research, and seven medical (for the child guidance clinic) staff members (1972); an annual staff increase is expected. Facilities listed are a building for research and administration, another for inservice training (included are an assembly hall and lecture rooms), dormitories for inservice trainees and lecturers, and a dining hall. (MC)

ED 077 155 EC 051 877
Glazer, Hilda Ruth Cox, David L.

Training of Perceptual Motor Skills in Minimally Brain Damaged Children.

Pub Date 73

Note—25p.; Reprint of Conference Paper, of American Educational Research Association Meeting New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood, Electromechanical Aids, *Exceptional Child Research, Learning Disabilities, Learning Processes, *Minimally Brain Injured, *Perceptual Motor Learning, Research Methodology, *Training Techniques

Twenty-five male (aged 7 years, 6 months to 10 years, 7 months) and five female (aged 9 years, 3 months to 10 years, 2 months) minimally brain damaged children were examined to determine feasibility of perceptual motor training on the pursuit rotor (which requires Ss to track a light as it revolves under a pattern on a turntable). Experimental Ss matched on performance IQ, hand dominance, sex, and chronological age with control Ss were randomly assigned to one of three training groups in which, after two trial runs with the nonpreferred hand to establish baseline, they traced angular, circular, or both angular and circular patterns respectively on the pursuit rotor in eight training sessions. Reinforcement was given in sessions two through eight. Data from such tests as the Bender Visual Motor Gestalt Test and the Koppitz Developmental Scoring System revealed that there were no significant differences between Ss on pretests, that training on the pursuit rotor has specific transfer to figure copying tasks in general, and that the act of training perceptual motor skills is the important variable rather than the specific pattern on which the training is given. (MC)

ED 077 156 EC 051 878
Performance Objectives for Trainable Mentally Handicapped (K-12).

Cooperative Educational Services, Phoenix, Ariz.
Pub Date 1 Apr 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Check Lists, Communication Skills, *Curriculum Guides, *Exceptional Child Education, High School Students, Interpersonal Competence, Mentally Handicapped, *Trainable Mentally Handicapped, Vocational Education

Performance objectives related to occupational, social, communication, and daily living skills are specified for trainable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component units (number of objectives for each unit is noted in parentheses): manual activities (10), work attitudes (six), career awareness (two), specific job skills (17), applying-retaining employment (eight), and financial dealings (four); self control (six), manners (seven), group participation (10), and self image (seven); oral language (18), and functional writing (13), reading (15), and mathematics (20); health and safety (14), mobility (11), care of clothes (four), cleanliness (eight), table habits (10), home assistance (five), and leisure (four). Objectives of the instructional units include such activities as storing tools safely, questioning a job supervisor, using functional job-related vocabulary, cashing paychecks, depositing money, retaining receipts, accepting and applying constructive criticism, accepting changes, playing cooperatively in a group setting, establishing eye contact, responding when spoken to, associating phonetic sounds with letters, using the telephone, understanding traffic signals, and zipping, hanging, or choosing clothes. Performance objectives are presented in a checklist format. (MC)

ED 077 157 EC 051 879

Riordan, Mary

Teaching Objectives for the Itinerant Resource Teacher of Visually Limited Students.

Creighton School District 14, Phoenix, Ariz.

Pub Date [73]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Blind, Braille, *Communication Skills, Elementary School Students, *Exceptional Child Education, Handwriting, Interpersonal Competence, *Itinerant Teachers, Map Skills, Mathematics, Partially Sighted, Performance Criteria, Secondary School Students, Tape Recorders, Travel Training, *Visually Handicapped

The manual, to be used by the itinerant resource teacher, presents teaching objectives and proficiency levels for the development of communication, living, and social skills of visually handicapped students in kindergarten through grade 12. Communication skills are enumerated (number is indicated in parentheses) for totally blind students in areas of reading and writing braille (15), handwriting (five), math tools (10), and reading raised line maps (nine); and for both the blind and partially sighted in the areas of use and care of typewriters (19), and tape recorders and cassettes (15). Described are enroute objectives intended to develop proficiency of both blind and partially sighted students in the areas of personal grooming habits (18), environmental skills (seven), good housekeeping techniques (five), and travel techniques for blind (17) and for partially sighted (12) students. Such social skills as taking responsibility for classroom duties, and participating in school programs and field trips are delineated for both blind and partially sighted students. Evaluation for both categories of students is said to involve teacher observation and student performance. (MC)

ED 077 158 EC 051 880
Performance Objectives for Educable Mentally Handicapped (K-12).

Cooperative Educational Services, Phoenix, Ariz.
Pub Date 1 Apr 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Communication Skills, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, High School Students, Interpersonal Competence, Mentally Handicapped, Vocational Education

Performance objectives related to occupational, social, communication, and daily living skills are specified for educable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component parts, such as job readiness, home and family, social studies, and health habits. In turn, each component part contains four to eight activities such as the following: the acquisition of good work habits, the identification and location of employment facilities, and the solution of problems pertinent to employment; a knowledge of relationships, one's own and others' roles, and the living scheme in the family; implementation of social studies concepts in decision making in human affairs, development of commitment to values in a free society, and knowledge of city and state geography; and the ability to wash regularly without assistance, to choose appropriate foods, to exercise regularly, and to cope with emotional feelings. (MC)

ED 077 159 EC 051 881

Blea, William A., Ed.

Proceedings of the Special Study Institute for Teachers of Deaf-Blind Multihandicapped.

Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—72p.; Reprint from Proceedings of the Special Study Institute for Teachers of Deaf-Blind Multihandicapped (June 20-22, 1972, Santa Barbara, California)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development Centers, Computers, *Conference Reports, Curriculum Guides, Custodial Mentally Handicapped, *Deaf Blind, *Exceptional Child Education, Hearing Loss, Infants, Interdisciplinary Approach, Media Technology, Medical Research, Mentally Handicapped, *Multiply Handicapped, Screening Tests, *Services, Tape Recorders, Teachers

Three presentations described the relation of media implosion to delivery of educational services to deaf-blind multihandicapped children, a curriculum for profoundly retarded children in development centers, and a device for screening hearing in high risk newborns and infants, respectively. In proposing an interdisciplinary approach to delivery services, Charles Lynd identified communications problems created by the shift from printed to electronically implored knowledge, and cited such solutions as data banks and use of new media. The curriculum presented by Charles Koontz for profoundly retarded children in centers for handicapped minors included task criteria: 359 tasks arranged in 22 progressive levels (the number of levels are given in parentheses) for gross motor (five), fine motor (five), social (six), and language (six) development, and an activity and a progress card for teacher recording of behaviors and for planning. Philip Peltzman offered a prototype system for detecting hearing loss which utilized a converter with a miniature commercial cassette recorder, whereby the child's electroencephalogram and clinical data could be recorded by an untrained person and sent from the high risk nursery to a data reduction center for quick diagnosis. (MC)

ED 077 160 EC 051 882

Advani, Kan

The Effect of the Use of Desk Calculators on Achievement and Attitude of Children with Learning and Behaviour Problems. A Research Report.

Pub Date Dec 72

Note—10p.; A paper presented at the Fourteenth Annual Conference of the Ontario Educational Research Council (Royal York Hotel, Toronto, December 8 and 9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Adolescents, *Behavior Problems, *Exceptional Child Research, Instructional Materials, *Learning Difficulties, Learning Disabilities, *Mathematics, Student Attitudes, Student Behavior

Identifiers—*Calculators

Eighteen children (12- to 15-years-old) with learning disabilities and behavioral problems were assessed to determine the effect of desk calculators on student achievement, attitude, and behavior. The Ss, whose IQs ranged from 68 to 116, used four calculators in a mathematics class

to check answers of mathematics problems for 6 months. Comparison of pretest and posttest data showed significant increases in student interest and positive attitudes towards mathematics, and reduction in disruptive behavior. (Author/MC)

ED 077 161 EC 051 883

Advani, Kan. Beaumaster, Eugene.
The Use of Behaviour Modification Techniques in a Class of Slow Learners. A Research Report. Frontenac County Board of Education, Kingston (Ontario).
Pub Date Jan 73
Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Behavior Rating Scales, *Class Management, *Elementary School Students, *Exceptional Child Research, Learning Disabilities, Operant Conditioning, Reinforcement, *Slow Learners, Student Behavior, Student Participation

Identifiers—Burks Behaviour Rating Scale

Rules were established, improved behavior was rewarded, and undesirable behavior was ignored to change disruptive classroom behavior of 25 slow learning 10-year-olds and 13 controls in a classroom setting. Experimental teachers were instructed in application of behavior modification principles. Burks' Behaviour Rating Scale (included) was used to pinpoint target behavior of Ss, and parents were surveyed to obtain information on behavior of slow learners during the experimental period. Four rules established with student participation included putting up hands to talk, staying at desks to work quietly, refraining from interrupting the teacher, and refraining from interrupting the class. Reinforcement was in the form of free time during the last period of the school day. Data showed a significant decline in the recorded means of unacceptable behaviors for both groups during the experimental period, but the control group mean was significantly lower according to both pretest and posttest data. (Author/MC)

ED 077 162 EC 051 924

Alternative Approaches to Instruction and Scheduling of Middle School EMR Students.

Marion County Board of Public Instruction, Ocala, Fla.
Pub Date 72
Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Management, Curriculum Development, *Educable Mentally Handicapped, *Educational Programs, *Exceptional Child Education, Information Utilization, Inservice Teacher Education, *Junior High School Students, Mentally Handicapped, Program Descriptions, Role Perception, Teachers, *Team Teaching

The first year of a project to implement team teaching concepts in a middle school program for educable mentally retarded students emphasized process development by teachers in the areas of role definitions, curriculum competencies, and behavioral management. Orientation included establishment of project purpose, individual responsibilities, and hierarchies concerning ordering of materials, and planning for such activities as workshops, data collection, and evaluation. Three workshops on role definition involved a group climate inventory, nonverbal and listening exercises, a game illustrating effectiveness of group over individual decision making, a personal growth inventory, and discussion on inadequacy feelings of the team's teachers. Workshops on classroom management taught teachers to plan and implement classroom token economy systems. Curriculum objectives were incorporated into the school district's curriculum framework, and curriculum goals were reviewed in six workshops. Assisted by school and district personnel, the teachers taught and assessed progress of 35 students and were themselves rated for competency. Activities of the team teaching process and of curriculum development were charted; and treated in 10 appendices were such topics as student competencies, teacher rating scales, and information on the school system's special education services. (MC)

ED 077 163 EC 051 926

Watts, Charles A. And Others.
Structuring the Classroom for Success; Production and Evaluation of a Mediated Teacher Training Package. Final Report.

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date 73

Grant—OEG-9-71-1360(615)

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Environment, *Educational Programs, Elementary School Students, *Exceptional Child Research, Filmstrips, *Handicapped Children, Inservice Teacher Education, Instructional Materials, *Media Technology, Rural Urban Differences, Sequential Learning, Teacher Education, Teaching Guides, *Training Techniques

The project was concerned with development and evaluation of an auto-instructional media package (six sound strips and a guidebook) intended to enable teachers to design an effective classroom environment, to manage learner behavior, and to sequence instructional materials. Four groups of preservice and inservice teachers (88 university education students, 55 teacher volunteers from regular/special urban school classes, 48 rural special education teachers, and a contrast group of 26 education students) took pretests and engaged in variations of learning, which included viewing prototype sequences, completing guidebook exercises, or using the completed filmstrip package. Pretest and posttest data revealed that exposure to the media package resulted in similar significant learning gains for both preservice and inservice teachers (urban and rural), that media package exposure enhanced implementation of desired teaching behaviors, and that teachers who owned their packages implemented more than those only exposed to the prototype. Appendixes comprising approximately two-thirds of the document included such materials as film scripts, programed exercises, pretest and posttest scoring criteria, implementation checklists, and observer training materials. (MC)

ED 077 164 EC 051 939

Ward, Marjorie E. Peabody, Ralph L.

Education of Visually Handicapped Children. Computer Assisted Remedial Education Report No. R-50.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—R-50

Pub Date 72

Note—57p.; CARE 4

Available from—Computer Assisted Instruction Laboratory, College of Education, Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Effective Teaching, *Exceptional Child Education, *Graduate Study, Guidelines, Individual Differences, Inservice Teacher Education, *Regular Class Placement, Rural Education, Self Concept, Sensory Integration, Teachers, *Visually Handicapped

The handbook is intended to be part of a graduate course entitled "Education of Visually Handicapped Children" which is taught via computer assisted instruction to teachers in rural areas. Course topics include: education of visually handicapped children, clinical and functional identification criteria, collection of educationally relevant information, the process of seeing, common causes of poor vision, construction of instructional objectives, selection of instructional media and materials, arrangement of classroom environmental conditions, design of instructional procedures, and utilization of appropriate techniques for evaluating performance. Stressed throughout the course are the efficient use of auditory, tactile, and residual visual abilities; careful observation of individual differences; and the development of positive self attitudes in visually handicapped children. (See ED 054 063 for a related document). (DB)

ED 077 165 EC 051 940

Cartwright, G. Phillip Cartwright, Carol A.

Early Identification of Handicapped Children. Computer Assisted Remedial Education Report No. R-36.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 72

Note—447p.; CARE 1

Available from—Computer Assisted Instruction Laboratory, College of Education, Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Behavior, *Computer Assisted Instruction, Decision Making, *Exceptional Child Education, Glossaries, *Graduate Study, Guidelines, *Handicapped Children, *Identification, Individualized Instruction, Inservice Teacher Education, Testing

The handbook is intended to be part of a graduate course entitled "Introduction to Exceptional Children" which is taught via computer assisted instruction and emphasizes the social, psychological, and physiological characteristics of the mentally, visually, aurally, physically, emotionally, or neurologically handicapped primary grade child to whom, if identified early, remedial treatment can be given before educational retardation becomes a problem. The following topics are treated: educational information processing model; interrelationships of handicaps; decision process; gathering information about children; reliability, validity, and usability of evaluation procedures; individual differences and normality; profiles of individual differences; Denver Developmental Screening Test; mental retardation; the disadvantaged; emotional disturbance; First Grade Screening Test; Visual problems; hearing problems; speech problems; Metropolitan readiness tests; motor, physical, and health problems; drug abuse; learning disabilities; documentation and referral procedures; and case histories. A glossary of approximately 350 terms gives definitions of terms such as ability profile, perseverance, and sociogram as they are used in the course. Stressed throughout the course are the decision process, the information processing model, observable behaviors, individualization of instruction, and data gathering and documentation. (See ED 054 063 for a related document). (DB)

ED 077 166 EC 052 005

Selected Career Education Programs for the Handicapped.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Note—114p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, *Exceptional Child Education, *Handicapped Children, *National Surveys, *Program Descriptions, State Programs, *Vocational Education

Information is provided about approximately 120 recently conducted, career education programs for handicapped adolescents. Programs and projects are presented alphabetically by state, and were selected by state personnel as representative of good vocational education for the handicapped with the potential of replication in other states. Usually listed for each state are the state director of special education, the state director of vocational education, and the name and address of a state contact. Usually listed for each program are the program title, location, local contact, number of students, type of handicap served, and a brief description of program objectives, activities, and results. Programs are also indexed by type of handicap. (DB)

ED 077 167 EC 052 006

Early Education of the Language-Learning Handicapped Child.

Easter Seal Treatment Center of Montgomery County, Rockville, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [72]

Note—21p.; Report on a Demonstration Program by the Easter Seal Treatment Center of Montgomery County, Maryland

Available from—The Easter Seal Treatment Center of Montgomery County, Maryland, 1000 Twinbrook Parkway, Rockville, Maryland 20851

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Cooperation, *Demonstration Projects, *Early Childhood Education,

*Exceptional Child Education, Inservice Teacher Education, *Language Handicapped, Learning Disabilities, Parent Education, Preschool Children, *Remedial Programs

The brochure describes a demonstration program on the early education of the language learning handicapped preschool child. Discussed are symptoms of the language learning problem (such as misunderstanding what is said), a remedial approach based on specific disability intervention, the Easter Seal Treatment Center, project objectives (such as the development of a parent education program), the staff team, the kindergarten program for language handicapped children which provides maximal language stimulation, coordination with community nursery schools, the 14 week parent education program, and the 10 week inservice training course for nursery school teachers. Projected research and demonstration projects concern such activities as experimentation with closed circuit television and refinement of evaluation procedures. (DB)

ED 077 168 EC 052 007

Hobbs, Nicholas

The Project on Classification of Exceptional Children.

Pub Date 11 Jan 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Administrative Policy, *Classification, *Exceptional Child Education, *Handicapped Children, *Identification, *Program Proposals

Proposed is a project on the classification of exceptional children with the objectives of increasing public awareness of labeling problems, providing a rationale for public policy, and improving the professional practice of educators and others who work with exceptional children. The study is to be guided by an advisory committee and will result in a report to the Secretary of Health, Education, and Welfare. Small task groups are to prepare reports on six major issues: theoretical issues of classification and labeling, the adequacy of classification systems, labeling in institutions, consumer perspectives on labeling, public policy issues, and recommendations for policies. (DB)

ED 077 169 EC 052 008

Wolfensberger, Wolf

Citizen Advocacy for the Handicapped, Impaired, and Disadvantaged: An Overview.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date [72]

Note—60p.

Available from—Superintendent of Documents, U.S. Gov't Printing Office, Washington, D.C. (DHEW Publication No. (OS) 72-42 \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Citizenship, *Community Programs, Community Services, Emotional Adjustment, *Exceptional Child Services, *Handicapped Children, *Interpersonal Relationship Identifiers—*Citizen Advocacy, Daily Living Skills

Discussed in terms of instrumental and expressive functions are citizen advocacy programs for mentally or physically handicapped children and adults. Instrumental functions are defined as meeting the practical needs of everyday life while expressive functions are said to involve an exchange of affection which meets emotional needs. Major types of prevailing protective services (guardianship, adoptive parenthood, conservatorship, and trusts) are described and critiqued for impersonality of service, conflicts of interest, and impracticality. Citizen advocacy is defined as the provision of aid in the meeting of instrumental and expressive needs of a handicapped individual by a competent citizen volunteer. Advocacy functions required by handicapped children and adults are compared. Variations of advocacy such as group advocacy, generic advocacy, and crisis advocacy are proposed. A citizen advocacy office at community and state levels is suggested to implement the advocacy concept. Desirable advocate characteristics are said to include the potential for a sustained relationship with the protégé and competence in the specific advocacy task. Examples of major advantages of the advocacy schema are a decreased need for professional services and less institutionalization. Current trends emphasizing consumer services, citizen volunteerism, and public disillusion with

science and technology are said to make this a propitious time for advocacy programs. Noted are existing programs in Nebraska and Washington. (DB)

ED 077 170 EC 052 009

MR 72, Islands of Excellence. Report of the President's Committee on Mental Retardation.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date 73

Note—58p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (DHEW Publication No. (OS) 73-7)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Programs, *Exceptional Child Education, *Federal Government, Government Role, *Mentally Handicapped, Placement, Prevention, *Program Descriptions, Trend Analysis

The report by the President's Committee on Mental Retardation describes 12 exemplary programs which focus on the prevention of mental retardation or the returning of institutionalized persons to the community, and offers six recommendations for federal action. Introductory material examines trends such as increased public recognition of the monetary savings to be gained from preventive programs, and new approaches to education. The following programs are described: Education for Parenthood, Maternal and Infant Care Project, genetics counseling in California, nurse midwives in Mississippi, Home Start, moves toward establishing the legal rights of the retarded, the Rubella Project, regular class placement and "delabeling" in Texas, the open program of Mansfield State School in Connecticut, the transferral to community living encouraged by the Elwyn Institute in Pennsylvania, and vocational education in Pennsylvania. Addresses are given after each program description from which further information may be obtained. Recommended federal actions include the formation of a mental retardation coordination and liaison office, the planning of ways to implement community services as alternatives to institutionalization and the improvement of maternal and infant health care. (DB)

ED 077 171 EC 052 037

Hoopes, Amy T.

SPLASH Down to Reading.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Dyslexia, *Exceptional Child Education, Lateral Dominance, *Learning Disabilities, Neurology, Perceptually Handicapped, *Perceptual Motor Coordination, Physical Education, *Swimming

Research into visual, perceptual, and motor coordination suggests that the kind of physical activity and coordination involved in swimming might prevent some cases of dyslexia and improve the academic performance of many learning disabled children. Early neurological development shows a relationship among the creeping period, later communication skills, and visual coordination. Failure to develop bilaterality during the creeping stage may be related to eventual reading problems. Swimming demands of the child the mastery of neurological activities he may have missed earlier. Swimming provides the patterning experiences suggested by Carl Delacato and Glenn Doman in an atmosphere of fun. Improved swimming skills have been observed to parallel academic improvement. Instructional pools should be constructed in all elementary schools. (DB)

ED 077 172 EC 052 038

McCarthy, Jeanne McRae

A Legacy of Service: A Commitment to Excellence. "Exceptional Child Education: A Dumping Ground for All Educational Failures?"

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date 72

Note—10p.; Reprint of A Speech presented at the Annual Convention, Florida Federation of the Council for Exceptional Children (25th, Jacksonville, Florida, February, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Exceptional Child Education, *Handicapped Children, Individualized Instruction, Inservice Teacher Education,

*Regular Class Placement, Special Classes, Teacher Education, *Teacher Evaluation

The last 25 years of special education has seen the pendulum swing from over confidence in special class placement to current efforts to mainstream handicapped children. Characteristic of children entering school is variation in ability and learning style. Some of the children will be referred to special education not because of extreme learning problems but because of poor teaching in the regular classroom. The teacher is the most important variable in the child's educational experience, and the teacher who can effectively individualize instruction will need to refer fewer children to the special educator. Public schools must take an active role in the teacher training process. Children must be protected from experienced teachers who suffer from sporadic mental health problems. Improved inservice training programs such as university credited courses are needed. Special educators should involve themselves with improving the diagnostic placement process, promoting a view of special education as an extension of regular class placement, and redefining handicapping conditions which require segregated classes. (DB)

ED 077 173 EC 052 039

Fahrney, Louise C., Ed.

The Exceptional Child in the Open Middle School. Florida State Dept. of Education, Tallahassee.

Education for Exceptional Children Section.

Pub Date [72]

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Architecture, Check Lists, Childhood, *Environmental Influences, *Exceptional Child Education, *Handicapped Children, *Middle Schools, *Open Education, Program Evaluation

Reported are the conclusions of a summer institute of special educators for the purpose of evaluating the appropriateness of the open-middle school for the exceptional child. The study is based on the ideas of architects Michael Bednar and David Haviland, who order exceptionalities along a continuum of intactness of the adaptive mechanism and describe environmental variables in terms of 15 basic environmental conceptualizations such as consistency, privacy, articulation among spaces, movement, and acoustical settings. Presented in chart form by severity of impairment are the intellectual, physical, social/emotional, and vocational characteristics of 10 to 14-year-old handicapped children. A mini-matrix examines the relationship between the program factor of flexibility with the 15 environmental conceptualizations. An observation check sheet is suggested as a means of evaluating whether basic environmental factors conducive to learning for exceptional children exist within a given school. Among the conclusions of the institute participants are the importance of the basic environmental conceptualizations in the effective open middle school and the need for caution in the inclusion of deaf, socially maladjusted, and emotionally disturbed children in the open middle school. (DB)

ED 077 174 EC 052 040

Juliar, Helen

Special Education Priorities of Alaskan Educators. Alaska State Dept. of Education, Juneau.

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, American Indians, *Exceptional Child Education, *Handicapped Children, Nonprofessional Personnel, *Program Planning, *State Surveys, Teacher Attitudes, Teachers

Identifiers—*Alaska
Reported in five tables, with interpretations, were results of a survey in Alaska to ascertain special education (SE) priorities for program planning. Of 921 survey forms sent by the State Department of Education to all SE teachers and administrators, district administrators, and Bureau of Indian Affairs (BIA) teachers and aides, and to 200 regular class teachers, 624 were completed. Ten program areas, arranged to minimize bias due to list placement, required priority ranking. Results showed that highest mean ranking was given to regular class support programs; that second and third mean rankings were given to primary level integrated programs for mildly handicapped children by all but two groups; and that

second mean ranking was given by administrators to identification and prescriptive programs, and by BIA teachers in remote areas to rural support programs. Also, BIA teachers and administrators gave third and fourth mean ranking to primary support and learning disability programs at all levels. Preschool identification programs received a mean ranking of fifth by all groups; and gifted and secondary vocational programs, and instructional materials centers were low in priority. (MC)

ED 077 175 EC 052 041

Bulgarella, Rosaria A. Williams, Lois Q.

Survey of Special Education Teacher Population of Indiana, Michigan and Ohio with Special Reference to Consultant Effectiveness. Monograph Series No. 5.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [70]

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, *Exceptional Child Research, Handicapped Children, Information Utilization, *Instructional Materials Centers, Questionnaires, *Special Education Teachers, Statistical Data, *Surveys, Teacher Attitudes, Teacher Characteristics

Reported in the survey (1968) were effects of the regional Instructional Materials Center (IMC) consultant among special education (SE) teacher populations in Indiana, Ohio, and Michigan. Some of the teacher background information compiled from 222 completed questionnaires indicated that over half taught slow learners, had taught handicapped children 8 years or less, were certified in SE, and taught children with an age span of 4 to 6 years. Also, although 61% knew of budgeted amounts for supplementary materials, 22% had little or no part in selection or purchase, and 51% made most of their own materials. Some of the data on the IMC and consultant effects showed the following: that 86% were aware of the IMC, that 31% to 73% who knew about the IMC were unaware of the informational services offered, that of 14% of teachers with consultant contact, half found the contact very helpful, and that 50% could not tell if the IMC was effective, although 3% thought it was highly effective. Of twelve types of materials listed, film loops and single concept films were least familiar, and language reading, or mathematics materials were most familiar (many materials were unfamiliar) to teachers. Teachers who made their own materials tended to agree that commercial materials were more costly and less challenging to students than teacher made materials. (MC)

ED 077 176 EC 052 042

Ward, Ted Levine, S. Joseph

Simulation and Recording Device for Research in Programmed Instruction. Paper No. 5. The Prospectus Series.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Equipment, *Audiovisual Aids, Diagnostic Tests, *Exceptional Child Research, Handicapped Children, Photography, *Programed Instruction, Screening Tests, *Simulation

Identifiers—SimulaR

The SimulaR, a portable tabletop instructional simulator and response recording device has been designed to aid research in development of programed instruction and is scheduled for a field test involving instructional simulation of remedial reading. Major components consist of a two channel audio playback device, a visual component incorporating the projection of slides or loopstrips, a cassette recorder, and an automatically triggered 16 millimeter camera. Program capabilities for research purposes are standardization of presentation, reliable component synchronization, and simplicity of program changes. Major research and testing uses of the SimulaR might include institutional screening for cognitive and psychomotor responses, or the cor-

relation of photographic and audio presentation/collection capabilities to sample attention span evidences. (MC)

ED 077 177 EC 052 043

Levine, S. Joseph

A Recorded Aid for Braille Music. Paper No. 3. The Prospectus Series.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Braille, Curriculum Development, *Exceptional Child Education, Instructional Materials, Junior High School Students, *Music, Musical Instruments, *Tape Recordings, Teaching Methods, *Visually Handicapped

Identifiers—*Recorded Aid for Braille Music

The Recorded Aid for Braille Music is designed to teach instrumental music to visually handicapped students through the integration of tape recordings with established methods of reading braille music notation and playing by ear. Packages of instructional materials for clarinet, flute, alto saxophone, trumpet, and trombone contain the recording, the braille transcription, and an inkprint copy of the music. Two solos for each instrument have been selected by music educators for junior high school level of difficulty, musical value, and different styles. Each solo is presented first in reduced tempo without accompaniment, next in recommended tempo without accompaniment, and finally in recommended tempo with accompaniment. The packages are available for loan to interested users who will evaluate the material as part of the field test. (Source and supply are given.) A beginning method of music instruction for visually handicapped students should incorporate ear orientation with the instrument, integration of braille music notation with instrument competence, a system of finger charting, special student abilities, tape recordings, and a teacher's manual. (MC)

ED 077 178 EC 052 044

Ward, Ted

Variable-Interval Sequenced-Action Camera (VINSAC). Dissemination Document No. 1.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—5p.; Papers of the Institute No. 40

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, Cost Effectiveness, *Instructional Media, *Photography, *Teacher Education

Identifiers—*Variable Interval Sequenced Action Camera (VINSAC)

The 16 millimeter (mm) Variable-Interval Sequenced-Action Camera (VINSAC) is designed for inexpensive photographic recording of effective teacher instruction and use of instructional materials for teacher education and research purposes. The camera photographs single frames at preselected time intervals (.5 second to 20 seconds) which are displayed as sequenced pictures, and can be synchronized with a sound recording. Advantages stated are: the cost of raw film is approximately 4% that of standard motion picture equipment, the camera can operate unattended for over one hour, and the materials involve no special laboratory processes. VINSAC films can be displayed by any 16 mm projector equipped for single frame display, and synchronization of film with a tape is achieved with a standard commercial device. Cost of the camera and lens, timer-controller with disguise box, and display unit is approximately \$365 to \$525. (For related information, see EC 052 045.) (MC)

ED 077 179 EC 052 045

Ward, Ted

Selective Observation Simulator (SOS). Dissemination Document No. 2.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [68]

Note—7p.; Papers of the Institute No. 41

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Classroom Observation Techniques, *Individualized Instruction, Inservice Teacher Education, Instructional Media, Photography, *Teacher Education

Identifiers—*Selective Observation Simulator (SOS)

The Selective Observation Simulator (SOS) is a program of continuous sound recording and synchronized sequenced still pictures for development of inservice or preservice teachers' skills involving selective observation and class awareness. The trainee listens to taped instructions through earphones and watches self-selected pictures in a projection booth. Films are still-frames in timed sequence, displayed between .5 and 20 second intervals, synchronized with the sound tape by the controller of the Variable-Interval Sequenced-Camera (VINSAC). Five FINSAC cameras, triggered by the controller and mounted side-by-side in a disguise box above the teacher's chalkboard, photograph a wide angle, left-front, left-rear, right-rear, and right-front view of the class, respectively, thus producing five simultaneous films in identical frame-by-frame timing. The trainee in the booth views first the entire class (camera 1), then is instructed to select a closeup view of his choice by pushing one of four buttons on the control panel. If trainee preoccupation with one particular view exceeds a predetermined time period, the screen darkens, and the taped voice encourages frequent view changes, typical of an alert teacher. The observation period lasts typically 10 to 15 minutes. (For related information, see EC 052 044.) (MC)

EM

ED 077 180 EM 010 230

Saterstrom, Mary H., Comp.

Educators Guide to Free Science Materials. Thirteenth Edition.

Educators Progress Service, Inc., Randolph, Wis.

Pub Date Aug 72

Note—402p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 (\$9.25)

Document Not Available from EDRS.

Descriptors—Aerospace Education, Audiovisual Aids, Biology Instruction, Charts, Chemistry Instruction, Environmental Education, Films, Filmstrips, Indexes (Locators), *Instructional Aids, *Instructional Materials, *Instructional Media, Periodicals, Physics Instruction, *Science Education, Slides, Tape Recordings, Transparencies

Identifiers—Free Materials

The thirteenth edition of the guide lists a total of 1,729 selected free materials related to science instruction. Entries are listed under the subject categories of aerospace education, biology, chemistry, environmental education, general science, and physics. These categories are each listed under the different types of media indexed in the guide: films; filmstrips, slides, and transparencies; tapes, scripts, and transcriptions; charts, exhibits, magazines, and posters; and other printed materials. Each entry is provided with information about its content, availability, and specifications. A title index, subject index, source and availability index, Canadian availability index, and illustrative units are included. (SH)

ED 077 181 EM 010 245

Suttles, Patricia H., Comp.

Educators Guide to Free Social Studies Materials; A Multimedia Guide. Twelfth Edition.

Educators Progress Service, Inc., Randolph, Wis.

Pub Date 72

Note—601p.

Available from—Educators Progress Service, Inc., Randolph, Wisconsin 53956 (\$9.50)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Communications, Films, Filmstrips, Geography, History, Indexes (Locators), *Instructional Aids, *Instructional Materials, *Instructional Media, Maps, Professional Continuing Education, Slides, Social Problems, *Social Studies, Tape Recordings, Transportation, World Affairs

The twelfth edition of the guide to free social studies materials lists entries under subjects such

as communications and transportation, geography, history, world affairs, professional growth, maps and social problems for each of several media categories: films, filmstrips and slides, tapes and scripts, and printed materials. Information provided for materials includes a content description, material specifications, and availability. A title index, subject index, source and availability index, and a Canadian availability index are included. (SH)

ED 077 182 EM 011 010

Hoggatt, Austin Curwood, Ed.

1973 Winter Simulation Conference. Sponsored by ACM/AIIE/SHARE/SCI/TIMS.

Pub Date Jan 73

Note—916p.; Proceedings of the Annual Winter Simulation Conference (6th, San Francisco, California, January 17-19, 1973)

EDRS Price MF-\$0.65 HC-\$32.90

Descriptors—Computer Programs, *Computers, *Conference Reports, Games, Game Theory, Management, Organization, Policy Formation, Simulated Environment, *Simulation

A record of the current state of the art of simulation and the major part it now plays in policy formation in large organizations is provided by these conference proceedings. The 40 papers presented reveal an emphasis on the applications of simulation. In addition, the abstracts of 28 papers submitted to a more informal "paper fair" are also included. (RH)

ED 077 183 EM 011 019

Park, Rolla Edward

The Exclusivity Provisions of the Federal Communications Commission's Cable Television Regulations.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Report No.—R-1057-FF-MF

Pub Date Jun 72

Note—105p.

Available from—Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$4.00 California residents should add 5% sales tax)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Broadcast Industry, *Cable Television, Federal Legislation, *Programming (Broadcast), *Television

Identifiers—Distant Signal Regulation, Exclusivity Provision, Federal Communications Commission

The Federal Communication Commission (FCC)'s new regulations for cable television permit cable systems to carry distant signals. However, the rules require that some distant programming be blacked out to protect programs under exclusive contract to local standard television stations. The purpose of this study was to show what effect these rules would actually have on programming. Program schedules of independent stations that might be carried as distant signals were compared with lists of programs that would have to be blacked out under the new rules. Because information could be obtained on only four stations—two network affiliates and two independents—on the programs they had under contract, it was necessary to "build up" estimates for different kinds of television markets from information on these four stations. The summary of the findings is that exclusivity provisions severely restrict distant signal carriage in markets where distant signals are not very important anyway—those with good over-the-air independent service. In markets where distant signals are important—those with little or no over-the-air independent service—the exclusivity provisions leave distant signals more or less intact. (JK)

ED 077 184 EM 011 022

Grunauer, H. R.

Didactic-Methodological Aspects of the Use of Medium. Criteria and Planning for the Employment of Audio-Visual Training.

Saint Gall Graduate School of Economics, Business and Public Administration (Switzerland).

Pub Date Mar 73

Note—13p.; Speech presented at the Course for Heads of Training and Trainers in Insurance, St. Gall, Switzerland (March 5-9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Instruction, Decision Making, *Instructional Media, *Media Selection, *Training

Identifiers—Blooms Taxonomy

Audiovisual aids and instructional media have advantages: they are of use in training, they permit self instruction, they allow widespread exposure to expert teachers. They also present difficulties: they are expensive, they require reorganization and careful selection of staff and equipment, they require decisions as to what programs to use or create. These points must all be considered in the decision about whether to use these aids and media. If the decision is favorable, other problems arise: integration of the media in the course sequence, choice of the specific medium, and its mode of employment. The uses of film and slide tapes must be carefully considered to determine how they can be of most use in helping the student to know and think. Bloom's "Taxonomy" is used as a way to consider this problem. (JK)

ED 077 185 EM 011 059

Orme, Frank, Ed.

Violence is a Saleable Commodity.

National Association for Better Broadcasting, Los Angeles, Calif.

Pub Date May 73

Note—16p.

Available from—National Association for Better Broadcasting, 373 North Western Avenue, Los Angeles, California 90004 (\$2.50 four quarterly issues)

Journal Cit—Better Radio and Television; v13 n1 Winter 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Business Responsibility, Censorship, Childhood Attitudes, *Children, Commercial Television, Cultural Environment, Marketing, Media Research, *Moral Values, Program Improvement, Programming (Broadcast), Television, Television Research, *Violence

Recent research into television crime programs has revealed startling industry attitudes that directly contradict either generally accepted television research methods, i.e. Nielson ratings, or conventional ethical and moral codes. Interviews with 48 producers, writers, and directors indicated stunning misconceptions and irresponsible attitudes concerning the effects of television crime programs. The research showed that television uses violence because it is a saleable program commodity and also because violence in a dramatic setting polarize good-evil situations. In regard to the criticism that many children are viewers of crime programs, as indicated by the Nielson ratings, the industry simply refuses to acknowledge the statistics. Also along the same lines, the industry, now citing research documents, arrogantly asserts that children are able to distinguish television action from reality, without recognizing that such research is admittedly incomplete. This document summarizes the highlights of television research done by a Michigan State University research team. (MC)

ED 077 186 EM 011 061

Schramm, Wilbur

Big Media, Little Media. A Report to the Agency for International Development.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 73

Note—352p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Audiovisual Instruction, Cost Effectiveness, *Developing Nations, Educational Technology, Instructional Innovation, *Instructional Media, *Instructional Technology, *Media Selection

Media for instruction can be characterized as big (expensive) or little (inexpensive), but research evidence suggests that whether a student learns more from one medium than another depends at least as much on how the medium is used as on what medium is used. Thus, this report discusses not only example programs and their results, but also considerations involved in choices among the different possible media. One conclusion which is reached, however, is that the inexpensive media have often been neglected because of the glamor of the expensive media. (RH)

ED 077 187

EM 011 063

Spain, Peter L.

A Report on the System of Radioprimeria in the State of San Luis Potosi, Mexico.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 73

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, *Economic Disadvantage, *Educational Radio, Instructional Media, Primary Grades, Program Evaluation, Radio, Rural Economics, *Rural Education, Rural Resettlement

Identifiers—Mexico, *Radioprimeria

A project called "radioprimeria" is bringing classes by radio to fourth, fifth, and sixth grades in a rural area of Mexico to make up for the lack of teachers in these grades. Even though the project was largely unsupervised and plagued with disorganization and equipment problems, children taught with radio did as well as children in the traditional classes, as measured by achievement scores. A more serious problem in the context of "radioprimeria" is that while education is highly valued as a means to better jobs and a more affluent life style in the cities, the city slums are jammed by the rural influx and there are already more educated persons than there are appropriate jobs. Therefore, "radioprimeria" is seen as somewhat useful in the process of rural education, but rural education, given current conditions, is hardly useful at all. (Author/RH)

ED 077 188 EM 011 064

Sotelo, Sylvia Schmeltzer de

The Radio Schools of the Tarahumara, Mexico: An Evaluation.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Mar 73

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developing Nations, Economic Disadvantage, *Educational Change, *Educational Radio, *Elementary Grades, Instructional Media, Program Evaluation, *Radio, Rural Economics, Rural Education

Identifiers—*Mexico, Tarahumara

In an effort to reach widely dispersed Indian children and provide them with an early education that will encourage them to enroll in conventional schools after the fourth grade, Jesuit missionaries in a mountainous rural area of Mexico have provided a radio school since 1955. The evaluation reported here reveals that the radio schools have been most useful to those who are not disadvantaged, making integration of the rural Indians into the national culture and economy even more difficult. After an analysis of the problems of the radio schools, a drastic reform plan is presented. (RH)

ED 077 189 EM 011 066

Schramm, Wilbur

ITV in American Samoa—After Nine Years.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Comparative Analysis, Costs, *Developing Nations, Expenditure Per Student, Instructional Media, *Instructional Television, *Language Proficiency, *Research Projects, Student Attitudes, Teacher Attitudes, Technological Advancement

Identifiers—*American Samoa

This is the first report on the instructional television (ITV) project in American Samoa in which it has been possible to base conclusions on any considerable amount of hard data. There is insufficient evidence to make conclusive comparisons of academic levels in 1964, the start of the project, with those today. However, experimental evidence shows that the longer pupils in any given grade had been exposed to television, the better their English performance. This is important as English is the language of instruction. Because they are in English and do not fit the

Samoan curriculum or culture, mainland standardized tests are inadequate to measure Samoans' performance. Attitudes toward instruction by television decline sharply in the upper grades and high school, and between elementary and high school teachers. It is possible that after teaching standards rise (in part because of ITV itself), students and teachers become impatient with the mass and central control of the broadcasts. The annual cost of ITV is about \$157 per pupil, plus or minus 15%, including capital equipment and interest. After nine years, the chief administration of the project is in the hands of Samoans, from the director of education down through teachers. (JK)

ED 077 190 EM 011 067

Cable Television Franchise Provisions for Schools. National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Feb 73

Note—38p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Community Planning, Community Services, *Educational Needs, Educational Planning, Guidelines, Instructional Media, *Instructional Television, School Planning

Identifiers—Franchising

The National Educational Association (NEA) makes recommendations on the services of franchised cable television stations to schools. The recommendations, in 20 areas, are then compared with existing Federal Communications Commission (FCC) regulations on each point. The recommendations include: a minimum of at least one educational access channel should be made available without cost for the length of the franchise; all cable systems should have a minimum capacity of 20 stations, and these systems should stay abreast of the state of the art in equipment and channel capacity; all cable systems should include a minimal production facility; these facilities should be shared whenever possible between the schools and the cable operator; free cable connections to the system should be provided to all schools and libraries within 100 yards of the trunk line; the franchisee should provide at cost an in-school distribution to multiple classrooms within the schools. Other recommendations cover subjects like two-way capacity, and educational advisory board, interconnection with neighboring cable systems, employment requirements, and protection of subscriber privacy. (JK)

ED 077 191 EM 011 070

Simonds, Richard Shelton

Toward a Paradigm of Educational Change: The Role of Management Information Systems.

Pub Date Jan 73

Note—290p.; Doctoral Dissertation, University of Southern California

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Change Agents, Computer Oriented Programs, Computers, Data Bases, *Doctoral Theses, *Educational Change, Educational Improvement, Force Field Analysis, Innovation, *Management Information Systems, Management Systems, Models, Professional Training, School Community Relationship, Systems Analysis, *Systems Approach

The paradigm and model presented in this paper, influenced by the Havelock's "linkage" model and Chin's "changing" model, aim to assist educators in determining directions of change using a selection of managerial and behavioral techniques, and to regulate the rate of change using management information and control systems. The generic paradigm includes components of change such as: community involvement, "temporary" systems, force-field analysis, forcing function, professional education, and computer-managed and client-assisted change. A proposal for a change agency is presented which incorporates a change agent, demonstration programs in schools, and a computer data file to assist in identifying and selecting alternatives. (Author/RH)

ED 077 192 EM 011 073

Buckingham, Betty Jo

Plan for Progress in the Media Center. Facilities.

Iowa State Dept. of Public Instruction, Des Moines.

Spons Agency—Iowa Educational Media Association.

Pub Date 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Elements, Audiovisual Centers, Educational Equipment, *Educational Facilities, *Educational Specifications, Facility Requirements, Flexible Classrooms, *Instructional Materials Centers, School Architecture, School Design, School Space

Today's changing educational scene demands more materials of more varieties, more related services, more personnel, and more space for media centers and services. The handbook attempts to provide a clearer understanding of space planning problems and of a vocabulary for communication among the various personnel involved in design. Educational decisions and planning steps are discussed first, and a chronology and staff involvement chart are presented. Functional relationships are outlined, and space juxtapositions diagrammed. Design considerations, furniture and equipment, and special installations are also discussed. A categorized bibliography is included. (SH)

ED 077 193 EM 011 075

Pieper, William J. And Others

Instructional Strategies for a Performance Oriented Technician Course. Final Technical Report July 71-September 72.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Applied Science Associates, Inc., Valencia, Pa.

Report No—AFHRL-TR-72-74

Pub Date Mar 73

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, Educational Strategies, Independent Study, *Individualized Instruction, Innovation, *Instructional Design, Instructional Systems, *Military Training, Performance Specifications, Sub-professionals, Task Performance, *Teaching Methods, Technical Education

Strategies for instruction in performance oriented tasks were developed in three phases. Phase one was the preparation of appropriate strategies for a performance-oriented technician course. This phase (determination of current course status, current strategies, relevant characteristics of students and instructors, the course environment, and innovative strategies) emphasized innovative uses of training techniques with attention to know course problem areas. In Phase Two, the 56 strategies generated during the first phase were assigned to one of nine application groups (student selection and career field introduction, cognitive skill instruction, individual manual skills, team training, evaluation, incentive management, games, course development, and miscellaneous), and five strategies were selected for development for the course. During Phase Three, the feasibility of using the five different strategies was demonstrated by developers in brief oral presentations and illustrations with the materials. (Author/SH)

ED 077 194 EM 011 076

MacCann, Richard Dyer

The People's Films. A Political History of U.S. Government Motion Pictures.

Pub Date 73

Note—238p.; Studies in Public Communication series

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N.Y. 10016 (\$11.50 hardcopy, \$6.75 paperback)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Problems, Community Action, *Documentaries, Films, Government Publications, *Government Role, *Information Dissemination

Three assumptions underlie this book: that there is a crisis in communication in our time, that free communication between experts and the people is vital to the health of a democratic society, and that government is one of many agencies in our society which have immediate moral responsibility for action. The book explores one facet of this communication process—documentary films produced by or for the United States government agencies, from 1908 through

the famous documentaries by Pare Lorentz, the wartime films by Frank Capra, and the USIA years under President Kennedy. The final chapters propose new departments in public communication, including Presidential and Congressional visual reports on current issues and community action films. (Author/SH)

ED 077 195 EM 011 077

Brown, John S. And Others

A Model Driven Question-Answering System for a CAI Environment. Final Report (July 1970 to May 1972).

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; System Development Corp., Santa Monica, Calif.

Report No—AFHRL-TR-72-39

Pub Date Mar 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, *Computer Programs, Deep Structure, *Information Processing, Information Storage, Man Machine Systems, *Programmed Materials, Semantics, Technical Reports

Identifiers—Automata Models

A question answering system which permits a computer-assisted instruction (CAI) student greater initiative in the variety of questions he can ask is described. A method is presented to represent the dynamic processes of a subject matter area by augmented finite state automata, which permits efficient inferencing about dynamic processes and provides a satisfactory deep structure for paragraph generation. A CAI system dealing with meteorology is described which uses this automation model to represent the processes in meteorology. Examples of the inferencing techniques using both the automaton model and the semantic network are given. A sample session with the system is included in the appendixes. (Author/RH)

ED 077 196 EM 011 078

Marcello, Lois L.

Video Tapes as a Classroom Aid in Teaching Child Development. Final Report.

Pittsburgh Public Schools, Pa. Occupational, Vocational, and Technical Div.

Pub Date 30 Jun 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Instructional Media, Paraprofessional School Personnel, *Post Secondary Education, *Preschool Education, *Teacher Aides, *Teacher Education, Technical Reports, *Video Tape Recordings

Ten one-hour videotapes have been developed to aid in a two-year vocational course in nursery school child care. The goals and production of videotapes on three subjects are described: organization and planning schedules, examples of direct and indirect guidance methods, and preparing materials for children's activities in the nursery school. (RH)

ED 077 197 EM 011 079

Cable Television and Education; A Report from the Field.

National Cable Television Association, Inc., Washington, D. C.

Pub Date Mar 73

Note—56p.

Available from—Public Affairs Department, National Cable Television Association, 918 Sixteenth Street, N. W., Washington, D. C. 20006 (individual copies free)

Document Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, *Community Education, *Educational Innovation, Educational Policy, *Educational Technology, Extension Education, Guides, Instructional Media, Library Services, Programming (Broadcast), Technological Advancement, Televised Instruction

Identifiers—Federal Communications Commission, National Cable Television Association

Cable television, with its potential wealth of channels, provides education with a possible new tool through which existing services can be improved and new services devised. This report very briefly describes some of the possibilities for the use of cable television and gives a number of examples of ways in which communities are using cable television to assist teachers, make their own programs, teach children from preschool to col-

lege, improve library services, and extend educational services to the general public. Appendices include the National Cable Television Association (NCTA) educational policy statement, Federal Communications Commission (FCC) rules governing educational access channels, interpretation of those rules, a list of colleges and universities which use cable television, a list of further sources of information, and an index of communities cited as examples in the report. (RH)

ED 077 198

EM 011 080

Higgins, Norman C.

Feedback in Instruction: A Review and Suggestions for Further Research. Cues, Feedback, and Transfer in Undergraduate Pilot Training.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—TR-20201

Pub Date Feb 72

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Feedback, Flight Training, Instructional Design, Programmed Instruction, *Reinforcement, *Research Reviews (Publications)

The purpose of this review was to analyze the literature on feedback in order to specify feedback variables whose further study could make the greatest potential contribution to the design of effective instructional materials and of group instructional materials. Topics considered include modes of feedback, amount of information in the feedback stimulus, frequency of feedback, immediacy of feedback, and feedback and incentives. (Author/RH)

ED 077 199

EM 011 082

Trost, Beverly Hinders

Regional Educational Media Centers in Iowa Partially Developed With ESEA, Title II Funds: 1965-1972.

Pub Date Jun 72

Note—314p.; Thesis submitted to the School of Library Science of the University of Minnesota

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Audiovisual Centers, County School Systems, *Instructional Materials Centers, Libraries, Library Materials, *Library Planning, *Regional Libraries, *State Legislation, State Programs, State School District Relationship, *Statewide Planning

Identifiers—Elementary Secondary Education Act Title II, Iowa

An attempt has been made to provide a detailed compilation of historical data related to the Iowa State Plan written for the Elementary and Secondary Education Act of 1965. The Iowa Plan was unique and controversial in that it established a system of sixteen regional media centers which received all federal monies for library materials. The 99 county school systems were asked to provide all monies for physical facilities and professional and clerical personnel. (Author/RH)

ED 077 200

EM 011 084

Bryant, J. H.

Computer Based Instructional Design: Identifying Requirements.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Conference Reports, *Data Processing, Electronic Data Processing, Mathematical Models, Prediction, *Task Analysis, *Technical Education, *Technological Advancement

Training programs for data processing personnel are plagued by the rapid turnover of the technology involved. An attempt was made to provide a self-paced training plan for a large, data processing staff. Factor analyses of questionnaires about the skills and tasks involved divided the population into specialization groups. Within the specialization groups, judgements about levels of ability and levels of responsibility enabled construction of a statistical model which could be used for forecasting. (RH)

ED 077 201

EM 011 085

Fletcher, J. D. Jamison, D. T.

Computer-Assisted Instruction and Equality in Educational Achievement.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 73

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, *Computer Assisted Instruction, *Equal Education, *Mathematical Models, *Program Effectiveness

Several different mathematical methods for optimization of instruction are presented and compared. A way in which one of these methods might be applied to the measurement and avoidance of inequality in educational opportunity and performance is presented. Finally, it is suggested that computer-assisted instruction might provide a particularly appropriate frame within which these methods might be employed. (RH)

ED 077 202

EM 011 086

Weinstock, Ruth

The Greening of the High School. A Report on a Conference.

Educational Facilities Labs., Inc., New York, N.Y.; Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Mar 73

Note—90p.

Available from—EFL, 477 Madison Avenue, New York, N.Y. 10022 or I/D/E/A, P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419 (\$2.00 Prepaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Alternative Schools, *Community Resources, Conference Reports, *Educational Change, Educational Facilities, Open Education, *Secondary Schools, Traditional Schools

Identifiers—Institute for Development of Educational Activities, Laboratory

This report describes a conference co-sponsored in April of 1972 by Educational Facilities Laboratory and the Institute for Development of Educational Activities, in which 35 educators met to seek ways of making secondary schools healthier, happier, more productive places for young people. The point was made that since America has produced a new type of adolescent to which the traditional regimented high school is inappropriate, it is necessary to develop a new type of institution to fit the modern student. Several cases illustrative of alternatives to traditional schooling are presented, indicating emphases placed upon individual needs, student choices, the social aspects of schooling, and the value of using other community institutions in addition to the school in the educational program. The final section discusses the elements involved in changing established institutions such as schools, including such matters as money, charisma, the dangers of creating fads, how to break institutional molds, new roles for teachers, leadership, and the overcoming of legal constraints. (PB)

ED 077 203

EM 011 087

Thomas, David B.

Interactive Educational Design.

Pub Date Feb 73

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Computer Assisted Instruction, Computer Oriented Programs, Computers, Educational Change, *Individualized Instruction, *Instructional Design, Instructional Materials, On Line Systems, Task Analysis, Time Sharing

A further development in the systematic development of individualized instructional materials coupled with the availability of interactive terminals linked to time-sharing computer systems (computer-managed instruction) is the implementation of a computer-assisted instructional design system. With existing computer

technology, the common elements of any instructional design model could be processed more effectively: analysis of tasks, derivation of behavioral objectives, composition of instructional materials, development of test items, evaluation of instruction, and revision of instructional materials on the basis of evaluation. Thus, three major capabilities are evident—information retrieval, composition and editing, and computation and analysis. (SH)

ED 077 204

EM 011 088

Cable Television: Notebook Number Five.

Columbia Univ., New York, N.Y. Network Project.

Pub Date Jun 73

Note—37p.

Available from—The Network Project, 102 Earl Hall, Columbia University, New York, N.Y. 10027 (\$10.00 year/individuals; \$25.00 year/institutions)

Journal Cit—Notebook; n5 Jun 1973

Document Not Available from EDRS.

Descriptors—Bulletins, *Cable Television, Citizen Participation, Community Control, *Government Role, *Information Dissemination, *Information Networks, Information Sources, *Public Policy, Telecommunication

Identifiers—CATV

Cable television has been introduced to the public as a revolutionary development in communications, but its history, evolving structure, and present operation indicate otherwise. A few large industrial conglomerates have come to dominate the field of cable television and studies by private institutions and the regulatory activities of the Federal Communications Commission have further encouraged corporate rather than public control of the medium. Cable has thus come to be regarded as a technical instrument capable of generating financial profits, rather than as a social instrument which can be used for the public welfare. Unless the public becomes aware of and reverses these trends, public access to the reception and transmission of information will remain limited, and community control and local origination of programming will be impossible. (PB)

ED 077 205

EM 011 089

Multimedia for Americanization Programs.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 73

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Culture, *American Government (Course), Audiovisual Aids, Charts, *Citizenship, Films, Filmstrips, *Foreign Nationals, *Multimedia Instruction, Phonotape Recordings, Transparencies, Video Tape Recordings

Identifiers—Americanization

Instructors responsible for the education of aliens for citizenship status have recognized the value of incorporating a variety of audiovisual aids into their instructional program. This annotated compilation of videotapes, records, tapes, filmstrips, films, film loops, transparencies, charts and kits suggests useful supplements to the broad areas of curriculum evident in the majority of Americanization programs. Entries are listed under main subject categories and then under type of medium. Information is provided about source of availability, producer, date of production, showing time, title, level of difficulty, and the content. Producers and distributors are listed by name and code. A section on using audiovisual equipment concludes the publication. (Author/SH)

ED 077 206

EM 011 092

Lawrason, Robin Edgar

The Effect of the Sequence of Instructional Events in a Concept Learning Task in Film Study.

Pub Date 10 Apr 73

Note—15p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Las Vegas, Nevada, April 10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Concept Formation, *Concept Teaching, Film Study, Inter-mode Differences, *Learning Theories, Reinforcement, *Sequential Approach, Sequential Learning, Serial Learning

A study was devised to investigate the effects of sequence of concept presentation and practice in a concept learning task. Learners were presented with either one conjunctive concept at a time, or with multiple concepts all related to the same principle. Practice was sequenced in four positions: before concept presentation, after concept presentation, both before and after, and all practice with no concept presentation. Material presented (developed especially for the study) was a film study unit of an audiovisual materials and procedures course in education. Subjects were students in the class and were assigned to treatments in a randomized pretest-posttest control group design. Results of analyses showed that the various treatment groups were all significantly better on posttest, but did not differ significantly from one another. This result may be due to such things as timing of reinforcement, a ceiling effect produced by the efficacy of the instructional unit, or to failure of the principles behind the manipulations for the specific age group and task-type selected. (SH)

ED 077 207 EM 011 094

Public Television Library Catalog of Programs.
Public Television Library, Bloomington, Ind.
Spons Agency—Indiana Univ. Foundation, Bloomington.
Pub Date Jan 73
Note—80p.

Available from—The Public Television Library, 512 East 17th Street, Bloomington, Indiana 47401

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catalogs, *Film Libraries, *Programming (Broadcast), *Public Television, *Video Tape Recordings
Identifiers—Public Broadcasting Service, Public Television Library

The Public Television Library (PTL), an integral part of the Public Broadcasting Service (PBS), searches out, selects, acquires, and distributes programs produced by local public television stations. This catalog lists the 1800 programs or series in the library according to subject matter. Each listing includes number of programs, length of the program or programs, and producing station. In addition, information is provided about format (color, videotape size), about broadcast rights, and about the content of the program. (SH)

ED 077 208 EM 011 095

The Public Television Library Policies and Procedures Manual 1971.

Public Television Library, Bloomington, Ind.
Spons Agency—Indiana Univ. Foundation, Bloomington.
Pub Date 71
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, *Film Libraries, Information Dissemination, Information Retrieval, Library Acquisition, *Library Collections, *Programming (Broadcast), *Public Television, Video Tape Recordings
Identifiers—Public Broadcasting Service

The Public Television Library (PTL), an integral part of the services provided by the Public Broadcasting Service (PBS), provides a national centralized storage and retrieval system for Public Television (PTV) programming distinct from the real time program offerings of the PBS interconnected network, and offers an opportunity for varied sources to contribute nationally useful PTV programming. This manual describes PTL operations, procedures and policies for program acquisition, program removal, program distribution, audio-visual distribution. A list of operating rules and procedures concludes the manual. (Author/SH)

ED 077 209 EM 011 096

Computer Education for Teachers in Secondary Schools: Aims and Objectives in Teacher Training.

International Federation for Information Processing, Geneva (Switzerland). Working Group on Secondary School Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—24p.

Available from—AFIPS Headquarters, 217 Summit Avenue, Montvale, New Jersey 07654 (\$1.75)

Document Not Available from EDRS.

Descriptors—Bulletins, Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Computer Science, Information Processing, Information Retrieval, Inservice Teacher Education, Models, Problem Solving, Secondary Education, *Secondary School Teachers, Simulation, *Teacher Education

Society and education are changing rapidly, and since computers are playing a significant role in these changes it is imperative that secondary school teachers become more fully informed about computers. Computers are of interest to learners because they have led to new theoretical developments, such as automata theory, have many practical applications, pervade all aspects of modern life, and have increased the rate of change within society. In addition, they have direct applicability to education, for they can help the student to perceive and apply knowledge, to build skills, and to develop creativity and judgment through the activities of modeling, simulation, problem solving, information processing and retrieving, and computer-assisted instruction. For these reasons, teachers should be able to recognize the capabilities and limitations of the computer, understand the influence of the computer in modern society, and use it as an educational tool. In order to accomplish this, pre-service and in-service computer courses should be made available to all secondary teachers. (PB)

ED 077 210

Hopkins, John And Others

Video in Community Development.

Centre for Advanced Television Studies, London (England).

Spons Agency—Southampton Univ. (England).

Pub Date Jan 73

Note—146p.

Available from—Ovom Limited, 22 Gray's Inn Road, London WC1, England (4.25 English pounds)

Journal Cit—Video in Community Development; v1 n1 January 1973

Document Not Available from EDRS.

Descriptors—Cable Television, Community Action, *Community Development, Community Programs, Guides, *Program Descriptions, Social Change, *Television, Video Equipment, *Video Tape Recordings

The portable videotape recorder has made television a fast and cheap medium which can be used in social change and community development. This collection provides a practical handbook for planning a community development project in the form of detailed references and a programmed text. Techniques for setting up a project and working with the community are described and illustrated with numerous examples in the form of project descriptions from previous experiences. (Author/SH)

ED 077 211

Molnar, Andrew R.

Computer Innovations in Education.

National Science Foundation, Washington, D.C.

Pub Date Jan 72

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, Cost Effectiveness, Curriculum Development, Data Bases, Educational Innovation, *Instructional Media, Libraries, Modern History, *State of the Art Reviews, *Technological Advancement

Computers in education are put in context by a brief review of current social and technological trends, a short history of the development of computers and the vast expansion of their use, and a brief description of computers and their use. Further chapters describe instructional applications, administrative uses, uses of computers for libraries and data bases, design of computer-oriented curricula, and cost effectiveness. (RH)

ED 077 212

Grove, Pearce S.

Basic Guidelines for the Bibliographic and Physical Control of Nonprint Media.

Eastern New Mexico Univ., Portales, Library.

Pub Date Jun 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Cataloging, *Classification, *Codification, Guidelines, In-

formation Retrieval, Information Storage, *Instructional Media, *Library Guides, Library Standards, Library Technical Processes

A task force of librarians and audiovisual specialists was assembled to resolve differences among the several existing guidelines available for the cataloging of nonprint media and to establish a media code suitable for both manual and automated systems. The guidelines which it issued deal with procedures, terminology and codes, and set forth a series of recommendations relating to: 1) bibliographic records; 2) cataloging; 3) classification; 4) subject headings; and 5) media designations (general and specific physical form designations). Also included in the report are a media code and a short bibliography of standard reference works which deal with cataloging and processing of nonprint media. (PB)

ED 077 213

Jamison, Dean Klees, Steven

The Cost of Instructional Radio and Television for Developing Countries.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Mar 73

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, *Cost Effectiveness, *Developing Nations, *Educational Radio, Instructional Technology, Instructional Television, National Programs, Program Planning, *Resource Allocations, Technological Advancement

Identifiers—El Salvador, Ivory Coast Approach

Because each country and each instructional option provides a special case requiring its own particular analysis, the purpose of this paper is not to provide a cost-effectiveness or cost-benefit analysis of new instructional media, but rather to provide improved information concerning costs of instructional television and radio so that the specific analyses which are performed will be improved. Major sections of the paper describe an improved method of cost analysis, prior cost experiences with the new media, and cost functions for instructional radio and television. Appendixes provide more detail on costs of printed material, computer managed instruction, and instruction technology, as well as supplementary table for El Salvador and the Ivory Coast. (RH)

ED 077 214

Petruschell, Robert L. Carpenter, Polly

MODIA Applied in the Design and Cost Analysis of an Innovative Air Force Course.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No—R-1021-PR

Pub Date Dec 72

Note—122p.; See also EM 010 923; EM 010 924, EM 010 969

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, *Curriculum Design, Curriculum Development, Educational Innovation, Educational Research, *Instructional Design, *Instructional Systems, Instructional Technology, Media Selection, Military Training, *Systems Analysis, Systems Approach, Teaching Methods

Identifiers—*Method of Designing Instructional Alternatives, MODIA, United States Air Force

Educators often fail to implement improved teaching systems because they lack a method of choosing among instructional alternatives. The Rand Corporation is developing for the Air Force a means—called Method of Designing Instructional Alternatives (MODIA)—whereby instructors can select a preferred instructional system. Using MODIA, one begins by designating the personnel to be equipped with defined skills and by identifying the training requirements and instructional objectives. Instruction is planned, implemented, and validated. The first step involves the specification of inputs, including instructional plans, teaching strategies and learner characteristics. System design proceeds by linking instructional strategies to curriculum units, by developing configurations of personnel, media and facilities, by charting student flow through the course, and by analyzing the cost of each component. The results of a completed design

cycle using MODIA for design and cost analysis of an innovative Air Force course are presented as an illustration of the method. (PB)

ED 077 215 EM 011 110
Chairman's Introduction to Program on SIGI, for APCA, San Diego.
 Pub Date Feb 73

Note—15p.; Speech presented at the American Personnel and Guidance Association Annual Meeting (San Diego, California, February 9-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Planning, College Choice, College Students, *Computer Assisted Instruction, *Decision Making, *Decision Making Skills, Educational Planning, Guidance, Logic, Occupational Choice, Speeches

Identifiers—SIGI, *System of Interactive Guidance and Information

A computer-based System of Interactive Guidance and Information (SIGI) was designed to enhance the student's freedom of choice, to develop his understanding of elements involved in choice, and to increase his competence in the process of making informed and rational career decisions. In the guidance system, the student interacts with a computer in such a way as to examine his own values, obtain and use relevant information, interpret predictive data, and formulate plans. This interaction helps the student to arrive at tentative career decisions and to modify the decisions as he gains new insights and additional information. The decisions involve both educational and occupational options, with emphasis on the process of decision-making. As the student gains control of the system, he progressively develops competencies and masters strategies for rational behavior in the face of uncertainty. (Author/SH)

ED 077 216 EM 011 111
LeBaron, John

Video, Television and the Open Classroom.

Pub Date 25 May 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Community Antennas, *Open Education, Production Techniques, Student Developed Materials, *Technological Advancement, Television, *Video Tape Recordings

The assumptions behind open education, when applied to television, suggest that children should create their own television programs based on their interests and experiences and that these programs should be disseminated widely. The availability of videotape systems and the rapid development of community cable television (CATV) makes these ideas possible, providing that the open education classroom teacher can be helped to understand the utility of the technology and to help students become television producers. Unique possibilities offered by video for curriculum building can be seen in enrichment verbal skills and language arts, in social studies, in science and math, in the arts, and in self-understanding and interpersonal communication. The cablecasting of child-produced programs via community CATV should help to produce pride and a sense of efficacy in the children. The costs and equipment needed for a "bare essentials" system are minimal, and the imaginative teacher with active children will be able to work effectively even if limited to Portapak work. (Author/SH)

ED 077 217 EM 011 114
Rothenberg, Donna

Early Childhood Education: Status, Trends, and Issues Related to Electronic Delivery.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—M-73-2

Pub Date May 73

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Children, *Communication Satellites, Cost Effectiveness, Day Care Services, Demography, *Early Childhood Education, Educational Policy, Instructional Television, Parent Education, Preschool Education, Preschool Programs, Programming (Broadcast),

*State of the Art Reviews, Technological Advancement, Telecommunication, Televised Instruction

Identifiers—Appalachia Preschool Education Program, Federation of Rocky Mountain States, Sesame Street

As part of a broad investigation of the role of large-scale, satellite-based, educational telecommunication systems, the trends and issues in early childhood education in relation to electronic delivery are discussed in some detail. The population and numbers currently served by pre-primary programs, and school setting by type of control (public or private financial support) are discussed after an introductory section which defines terms. Alternative approaches to early childhood education such as daycare, infant and toddler care, toy lending libraries, and home start are presented next, and following this section is a discussion of the preconditions for technological delivery and programming techniques for programs for preschoolers, for their parents, and for their teachers. An analysis of the cost of several alternative approaches to the delivery of early childhood education is provided, and some issues surrounding the control of early childhood education are explored. Recommendations concerning the large-scale electronic delivery of early childhood education concludes the report. (SH)

ED 077 218 EM 011 115
Boucher, Brian G. And Others

Handbook and Catalog for Instructional Media Selection.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Jan 73

Note—187p.; Revised edition of ED 058 736

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$8.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Catalogs, Educational Objectives, *Equipment Evaluation, Evaluation, *Guides, Instructional Materials, *Instructional Media, Learning Modalities, *Media Selection, Media Specialists, Performance Specifications, Systems Approach

As a result of an extensive reevaluation of a systematic approach to media selection made for the United States Navy, this catalog investigates commercially available devices to help media specialists, curriculum designers, and teachers to make informed decisions about educational hardware. The recommended procedure is first to analyze learning objectives, then determine appropriate media types and select the best specific instrument. To facilitate this the first section analyzes learning objectives in terms of the information given to and the behavior expected of the learner, the sense modality (visual, auditory, etc.) of the presentation and learner response, and the nature of feedback and interaction. Next, a media capabilities matrix is developed to provide a framework for gauging the abilities of the various media types to satisfy learning objectives. Then, general types of media are described, followed by a rating of specific devices for specific purposes. This allows educators to match technological solutions to educational problems, to see the constraints on matches, and to use the standardized descriptions to compare makes and models. (PB)

ED 077 219 EM 011 116
Ingle, Henry T. And Others

Television and Educational Reform in El Salvador. Report on the Fourth Year of Research. Research Report Number Eleven.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—RR-11

Pub Date May 73

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Classroom Observation Techniques, *Educational Change, Educational Research, *Elementary Grades, Elementary School Curriculum, Elementary School Students, Formative Evaluation, *Instructional Television, *Student Attitudes, *Teacher Attitudes, Television

Identifiers—*El Salvador

Studies of the instructional television (ITV) system of El Salvador and its educational reform

program for 1972 are summarized. ITV moved into new facilities and the program was increasingly run by native personnel. General ability and reading scores increased, although there was little difference between television and non-television classes. Behavioral objectives were introduced and students showed increased skills of analysis, synthesis and evaluation. Students were enthusiastic about ITV, but teacher enthusiasm waned somewhat after the initial uncritical acceptance. Their attitudes toward their profession as a whole and its attendant problems, however, were poor. Student aspirations were increasingly high, perhaps unrealistically so, but educational reform was working, as evidenced by the percentage of students going on to higher education. An observational study of classrooms was conducted and formative evaluation undertaken, both of which shed light upon the system. (PB)

ED 077 220 EM 011 120
Mayo, Judith A.

Teacher Observation in Mexico.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date May 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Television, Lecture, Mexicans, Observation, Research Reviews (Publications), Secondary School Mathematics, *Secondary School Teachers, Spanish, Student Participation, *Teacher Behavior, Teacher Education, *Teacher Evaluation, *Teaching Methods, *Televized Instruction

Identifiers—Ensenanza Directa, Mexico, *Telescondaria

A comparative study was made of Mexican secondary teachers in the Telescondaria (TS), which utilizes televised instructional programs, and in the Ensenanza Directa (ED), which does not. The aim was to describe the teaching done in the TS system, to compare the two systems, and to examine statistically the relation of teaching and learning activities to student achievement in Math and Spanish. Most teachers relied on lecturing, allowing little student participation or group work. Where a few teachers, usually the better educated ones, did encourage student participation, student achievement was higher. The following implications seemed warranted: 1) the educational level of the individual should be a criterion for selection as a teacher; 2) teachers should provide students with an introduction to televised instructional programs, to encourage fuller participation; 3) teachers should spend more time in planning their classes; and 4) teacher training should prepare teachers to rely less on lecturing and more on activities which stress individualized learning, student participation, and group work. (PB)

ED 077 221 EM 011 125
Shubik, Martin Brewer, Garry D.

Reviews of Selected Books and Articles on Gaming and Simulation.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Report No.—R-732-ARPA

Pub Date Jun 72

Note—55p.; ARPA Order No.: 189-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Educational Games, *Games, *Game Theory, *Models, *Simulation

Identifiers—War Games

This annotated bibliography represents the initial step taken by the authors to apply standards of excellence to the evaluation of literature in the fields of gaming, simulation, and model-building. It aims at helping persons interested in these subjects deal with the flood of literature on these topics by making value judgments, based on the professional competence of the reviewers, about individual works. Forty-eight books and articles are reviewed, covering the years 1898-1971, although most of the works were published in the past 15 years. The majority of these deal with one of the following topics: 1) general game theory; 2) instructional games and simulation; 3) board and table games, such as chess and dice games; 4) war games; 5) the interpersonal and

psychological aspects of gaming; 6) gaming and the behavioral sciences; 7) crisis and conflict; and 8) the application of game theory to political and social policy-making. The reviews range in length from a few sentences to several pages, depending upon the individual article or book. (PB)

ED 077 222 EM 011 126
Cinematographic Institutions. A Report by the International Film and Television Council (IFTC). Reports and Papers on Mass Communication Number 68.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Pub Date 73

Note—99p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, N. Y. 10016 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, Film Libraries, *Film Production, *Films, *Institutions, Instructional Films, Mass Media, *Organizations (Groups), State of the Art Reviews
 Identifiers—Canada, France, Great Britain, India, *International Film and Television Council, Poland, Sweden, UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) entrusted to the International Film and Television Council (IFTC) the task of collecting documentation on world cinematographic organizations, in order to provide developing nations with information useful to the establishment of similar services adopted to their particular needs. The IFTC's study focuses upon institutions of a public nature whose objective is to promote the cinema and its applications to education, science and culture. The nature and function of the cinema are discussed, along with the kinds of audiences aimed at, the stages of operations involved in making films, and the types of institutions which carry on these operations. Information is provided on particular institutions which are responsible for specific categories of films—such as educational, scientific, and children's films—and for different stages of film production. The final major section explores examples—drawn from India, Canada, Sweden, Britain, France and Poland—of centralized national cinematographic institutions with inclusive functions. Seventeen appendices provide additional details about aspects of cinema. (PB)

ED 077 223 EM 011 128
 Baer, Lester H.

Learning Center Evaluation Measurement of Students' Attitudes Toward Undergraduate Pilot Training Learning Centers. Technical Report (August 1971-August 1972).

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-72-71-1

Pub Date Mar 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Evaluation Methods, *Flight Training, *Instructional Materials Centers, Military Air Facilities, Military Training, Rating Scales, *Student Attitudes, Technical Reports

Identifiers—*Undergraduate Pilot Training

A study was undertaken at Williams Air Force Base, Arizona to ascertain the impact, usefulness, and acceptance by students of learning centers within Undergraduate Pilot Training (UPT). The first step in the project was the construction and administration of an attitude scale designed to measure UPT students' attitudes toward learning centers. Statements made by students formed the basis of a 104 item scale, which was refined to 16 items following review by instructors and tryout on a sample group. Responses of 197 UPT students to the final 16-item scale indicated that better than 96% of the group had strong positive attitudes toward the learning center. Comments made by individuals taking the test showed that not only are such centers accepted by the students, but also that students are capable of providing learning center managers with information useful in the design and operation of such centers. (PB)

ED 077 224 EM 011 131

Blake, Reed H. Nelson, Orval

Mass Media Exposure as a Dimension of the Teen-Age Innovator.

Rocky Mountain Social Science Association, Laramie, Wyo.

Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Behavior Patterns, Comparative Analysis, Females, Information Sources, *Innovation, Leadership, *Mass Media, Newspapers, Periodicals, *Teenagers

A study sought to determine whether female innovative teens have mass media behavior similar to that of adult innovators. Research indicates that adult innovators (adult who are the first to adopt new ideas and products and who comprise 16% of the population) are more venturesome, better educated, more socially integrated, and have greater contact with the mass media. This research, however, concentrates on adults; this study is aimed at determining if the generalization holds for teenagers. One hundred and ninety-three female teenage college students were classified into two groups—innovators and non-innovators—on the basis of the number of new fashion product adopted in the course of a year; data were then collected on the number of newspapers and magazines read regularly. Analysis of the data by means of a Chi Square test showed that the innovative group had substantially more contact with the mass media. Thus, implications are that both adult and teenage innovators display similar behavior in contrast to that of their non-innovative peers. (PB)

ED 077 225 EM 011 133

Weinberg, Gary

Cost Analysis of CATV Components. Final Report.

RMC, Inc., Bethesda, Md.

Spons Agency—Office of Telecommunications Policy, Washington, D.C.

Report No.—RMC-UR-170

Pub Date Jun 72

Note—215p.

Available from—RMC Research Corporation, 7901 Woodmont Avenue, Bethesda, Maryland 20014

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cable Television, Community Antennas, *Cost Effectiveness, *Costs, *Economic Research, Models, Operating Expenses, *Systems Analysis

Identifiers—*Office of Telecommunications Policy

A research study was conducted for the Office of Telecommunications Policy to determine the capital outlay and operating costs of community antenna television (CATV) systems. Six major tasks were undertaken: 1) the development of a body of technical information about CATV; 2) the production of a complete work breakdown structure; 3) a cost analysis of headend components; 4) a cost analysis of distribution components; 5) an operating cost analysis; and 6) the development of a cost handbook. This procedure allows one to build and compare detailed cost models for alternative kinds of CATV systems. The cost handbook makes it possible for policymakers to recognize what inputs are needed to develop system costs, to proceed in heuristic fashion to make simplifying assumptions, and to construct a complete ten-year system cost estimate. Six appendices provide highly detailed information about costs and technical standards, as well as a short list of reference works. (PB)

ED 077 226 EM 011 135

Television for Higher Technical Education of Workers. Final Report On a Pilot Project in Poland. Reports and Papers on Mass Communication Number 67.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Report No.—UNESCO-RPMC-67

Pub Date 73

Note—76p.

Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, N.Y. 10016 (\$2.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Students, Chemistry, Educational Television, Electronics, Geometry, *Instructional Television, Mathematics, Mechanics (Physics), Part Time Students, Physics, Pilot Projects, Program Descriptions, *Technical Education, Televised Instruction, *Television

Identifiers—*Poland, Polish Ministry of Higher Education, Polish Television

The "Television Polytechnic" program of 1966-1970 was a joint effort of the Polish Ministry of Higher Education and Polish Television to provide televised education for working students. The subjects taught were those normally included in the first two years of the higher technical schools—math, physics, geometry, chemistry, mechanics of materials, and electrotechnics. Each semester lectures were given by professors from the higher technical schools, and students were provided with texts and access to consultation centers. Assessment indicated that television lectures were helpful to regular students as a complement to their classroom experiences and were a useful means of providing basic instruction to those not enrolled in a higher school. Preparatory and first year television courses will remain as permanent elements in the Polish educational system and the recent implementation of a second channel will lead to an expansion of programs, including many aimed at post-graduate audiences. (PB)

ED 077 227 EM 011 138

Annotated Bibliography of Human Factors Laboratory Reports (1945-1968), Supplement # 1, 1968-1972.

Naval Training Equipment Center, Orlando, Fla. Report No.—NAVTRAEEQUIPCEN-IH-158

Pub Date Apr 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Human Engineering, *Military Training, Training, *Training Laboratories
 Identifiers—*Human Factors Laboratory, Naval Training Equipment Center

This document is a supplement to the Annotated Bibliography of Human Factors Laboratory (HFL) Reports (1945-1968) and provides an abstract and complete bibliographic reference for each of the HFL's 68 publications for the years 1968-1972. The majority of these are reports of projects or research studies undertaken in connection with the HFL, usually focusing upon topics relating to training in general or to training people to perform tasks related to military operations. Studies on learning, retention, and transfer of training are examples of the former; research on ways of training personnel for operating and maintaining equipment and weapons are instances of the latter. The 68 citations are arranged in chronological order and are followed by three indexes: Index by Source (contractor or in-house), Author Index, and Subject Matter Index. (PB)

ED 077 228 EM 011 140

Rivers, Lee

Development and Assessment of an Adaptive Strategy Utilizing Regression Analysis Techniques for the Presentation of Instruction Via Computer. Tech Report Number 27.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—CAI-TR-27

Pub Date 30 Aug 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Branching, College Students, *Computer Assisted Instruction, Educational Research, *Individualized Instruction, *Instructional Materials, *Predictor Variables, *Remedial Instruction, Remedial Programs, Technical Reports

This investigation developed a methodology for adapting self-instructional materials to individual differences. Data on within-course variables of proportion of correct answers, latency and anxiety were monitored and regression analysis used to determine predictors of final performance. Regression equations were coded into the computer logic and remedial loops added at those points. Four groups were established to evaluate the adaptation of instruction by regression analysis. The regression group used the program to which were added: a) the coding to monitor the within-course variables; b) the prediction models detecting students needing assistance; and c) the remedial loops which would maximize performance. The all-remediation group received all remedial loops, and the no-remediation, none. The choice group could choose any loop. Since posttest scores for the first two groups were the highest, remediation was effective in improving performance and the decision logic was a good

means of identifying individual learner needs. (PB)

ED 077 229 EM 011 142

Ellison, John W.

The Concept of College and University Learning Resources Centers.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Higher Education, *Instructional Materials Centers, *Libraries, *Resource Materials, State of the Art Reviews

The concept of learning resources in higher education has historically been identified with and limited to books and libraries and been thought of as an aid to teaching. The new, individualized approach to education stresses the importance of student learning, regards the faculty as managers of learning rather than as teachers, and assumes that students learn better when exposed to varied instructional materials. Based on this approach, the learning resources concept must be broadened to combine both print and nonprint collections into an instructional materials center which is properly seen as a means of facilitating learning. Such a learning resource center should be an integral part of the school's total educational program, and not a separate unit which is functionally and administratively remote from teaching and learning. It should be directed by a specialist in the movement of information from source to user and have a staff characterized by a commitment to service to the learner. (PB)

ED 077 230 EM 011 144

Knoop, Patricia A. Welde, William L.

Automated Pilot Performance Assessment in the T-37: A Feasibility Study. Final Report (May 1968-April 1971).

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Report No.—AFHRL-TR-72-6

Pub Date Apr 73

Note—454p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Aircraft Pilots, *Automation, Aviation Technology, *Evaluation Techniques, Feasibility Studies, *Flight Training, *Measurement Techniques, Military Training, Student Evaluation

Air Force investigators conducted a three year program to develop a capability for automated quantification and assessment of in-flight pilot performance. Such a capability enhances pilot training by making ratings more objective, valid, reliable and sensitive, and by freeing instructors from rating responsibilities, allowing them to concentrate upon instruction and safety. Researchers implemented instrumentation for recording T-37 flight data and developed hardware and software for measuring pilot performance using recorded flight data. Flight data were then collected and measurement techniques tested, the results of which indicated that automated measurement was feasible. The program also showed that additional data must be acquired for each student, that it is difficult to prepare in-flight data, and that it is necessary to blend automated proficiency ratings with subjective evaluations of students by instructors in order to achieve an optimum evaluation. (PB)

ED 077 231 EM 011 146

Eldridge, Frank Mason, William

Preliminary Thoughts on Netted Cable Communication Systems.

Mitre Corp., McLean, Va.

Report No.—M-73-3

Pub Date Jan 73

Note—20p.; Paper presented at Society of Motion Picture and Television Engineers Symposium on Communication Satellites and Cable Television, October 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Communication Satellites, *Economic Research, *Information Networks, *Networks, State of the Art Reviews, Telecommunication, *Television

Identifiers—Broadband Communications, Pay Television

There are five categories of cable communication systems: Conventional Community Antenna Television (CATV), Pay-TV, Subscriber Response Systems, Electronic Information Han-

dling Systems, and Two-Way Audio/Visual Systems. CATV and Pay-TV systems are designed for the one-way transmission of programs, the former providing for better quality off-the-air broadcast signals and the latter carrying special programs. The other systems are capable of two-way data transmission and offer such services as opinion polling, cashless financial transactions, computer-aided instruction, and electronic mail delivery. Economic analysis has indicated that cable systems in small markets will be economically viable supplying only CATV, but that they will have to offer Pay-TV in intermediate markets and the other two-way services in larger markets. The need to offer specialized services to widely scattered groups makes netting, via satellites or other means, highly desirable and this, in turn, requires that systems be designed in accordance with universal standards so that they will be mutually compatible. (PB)

ED 077 232 EM 011 149

Lee, Alton Maughan

Instructional Development Programs in Higher Education.

Brigham Young Univ., Provo, Utah. Dept. of Secondary Curriculum and Instruction.

Pub Date Aug 72

Note—399p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Conceptual Schemes, *Doctoral Theses, Educational Programs, *Educational Strategies, *Instructional Design, Instructional Materials, Instructional Media, Instructional Systems, *Models, Schedule Modules, Surveys

Identifiers—*Instructional Development Programs

A survey was made of the college and university instructional development programs in the United States as of January, 1971. The survey inventoried the rationale and procedures under which the programs were operating. A further objective of the survey was to develop a model which could be used as a guide for planned or existing programs. Results of an 85-item questionnaire mailed to 124 people engaged in instructional development and in-depth comments from selected program leaders were analyzed, showing that the meaning of "instructional development program" is not clear, that typical program characteristics could be identified and a framework for initiating a development program should be formulated, but that a universal model was not feasible. Guidelines for instructional developers in handbook form, a selected bibliography, the instruments and sample used in the study, and results of some of the analyses are included. (Author/SH)

ED 077 233 EM 011 153

Baumer, Larry Starkey, John

Attitudes of Students in Grades Six, Eight, and

Twelve Toward Television Commercials.

Pub Date Jun 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Educational Research, *Elementary School Students, Grade 6, Grade 8, Grade 12, *Secondary School Students, *Student Attitudes, Surveys, Television, *Television Commercials

Identifiers—Likert Scale

A 20 item television commercial attitude survey given to 232 6th, 8th, and 12th grade students tested the hypotheses that: 1) younger children are more influenced by commercials than are older children; 2) that children are more apt to buy products which exert peer pressure upon them; and 3) that children are more susceptible to commercials which rely upon cute ideas than on endorsement by famous personalities. The subjects responded to the 20 statements according to the Likert Scale, indicating a range of attitudes from "strongly agree" to "strongly disagree". Item analysis, means, standard deviations, standard errors, and t-values were computed for the different groups of students, according to sex and grade level. The results of the survey supported the second and third hypotheses, but not the first. The data did indicate, however, the children of different ages respond in varying ways to different commercials, and that the differences in attitudes were greater when the age differential was larger. (PB)

ED 077 234 EM 011 155

Warlick, Charles H. And Others

Southwest Region Educational Computer Network.

Final Report 1969-1972. A Technical Report

Submitted to the National Science Foundation.

Southwest Region Educational Computer Network, Austin, Tex.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Jul 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Computer Assisted Instruction, *Computers, *Computer Science, Curriculum Development, *Higher Education, Interinstitutional Cooperation, *Networks, *Regional Programs, Universities

Identifiers—National Science Foundation, *Southwest Region Educational Computer Network, SRECN

Described herein are the activities of the Southwest Region Educational Computer Network (SRECN) which was established under funding from the National Science Foundation to provide, via a network, remote computing services to institutions lacking adequate facilities. The report details how SRECN sought to develop the teaching of computer science at participating institutions, to modify and augment the curriculum at each school to incorporate computing methods in established disciplines, and to develop and implement the hardware, communications and computer software essential to the first two objectives. It describes the hardware and central facility of the project and the languages, operating system, remote terminal system and communications used. The library and utility programs are detailed, along with the services, operating schedules, network instructional activities, training programs for faculty and costs. In addition, there are included from each participating institution an evaluation of its experience, a description of the hardware and service it employed and an enumeration of the courses which used network services. (PB)

ED 077 235 EM 011 157

Stowe, Richard A.

The Management of Information in Development Projects.

Pub Date 11 Apr 73

Note—21p.; Paper presented at the Association for Educational Communications and Technology Annual Meeting (Las Vegas, Nevada, April 11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, Decision Making, *Educational Development, Educational Researchers, Information Dissemination, Information Processing, Information Retrieval, Information Storage, *Information Systems, Information Utilization, *Instructional Design, *Management, *Management Systems, Program Descriptions

Identifiers—IMS, *Information Management Systems

Educational development requires management, which is basically decision-making based upon information. Information must be processed, involving movement from its source, analysis, transmission, storage, retrieval, summarization, transformation, and reporting. The regulation of this process is the purview of the information management system (IMS), an essential ingredient of educational development. The characteristics of an effective IMS are: relevancy, timeliness, accuracy, comprehensiveness, conciseness, accessibility, and inexpensiveness. Difficulties involved in establishing an IMS in educational development projects stem from the high costs involved, the lack of a stable setting in which to place the system, the changing needs for information, and the danger of inundation by information overload. Such a system is possible, however, if developers: 1) select the decisions which need to be made; 2) identify the needed information and its sources; 3) choose the proper means of information processing; 4) estimate costs and curtail the system to match cost constraints; and 5) implement and revise the system. (PB)

ED 077 236 EM 011 159

Papert, Seymour Solomon, Cynthia

NIM: A Game-Playing Program. Artificial Intelligence Memo Number 254.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-5

Pub Date Jan 70

Note—19p.; See Also EM 011 163, EM 011 165, EM 011 168, and EM 011 170

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Computers, *Computer Science Education, *Educational Games, Games, *Junior High School Students, Program Descriptions, Programming, *Program Planning

Identifiers—*NIM

Students learned to plan and write complex computer programs by writing a program for playing NIM, a game in which two players alternatively remove one, two, or three sticks from an original pile of 21, with the player taking the last one being the winner. The primary teaching purpose was to develop the idea that a final goal—i.e., winning—could be reached by splitting the final task into sub-tasks. Children who wrote a series of successively better programs developed a sense of the heuristic power of such planning. This led participants to view themselves as models and to acquire ideas about programming based upon their experience; also, the process of debugging programs assisted them in learning to regard their errors as emotionally neutral mistakes rather than as emotionally charged crises. (PB)

ED 077 237 EM 011 160

Films in Children's Programs. A Bibliography Prepared by the Film Committee of the Children's and Young People's Services Section of the Wisconsin Library Association.

Wisconsin Library Association, Madison.

Pub Date 72

Note—39p.

Available from—Wisconsin Library Association, 201 West Mifflin Street, Madison, Wisconsin 53703 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Catalogs, *Children, *Film Libraries, *Films, Guides

Children's librarians are increasingly aware of the value of films in programming: films are attractive to children, they illuminate the familiar and suggest new areas of interest to explore, and they can provide background and open new vistas for the culturally disadvantaged child. This third edition of the listing presents selections for use in programs with children from grades three through six, with information on running time, producer, distributor, price, whether it's black-and-white or color, and the content. A bibliography of aids for library use, a list of sources for the selection of films, and a director of distributors for purchase and rental are included. (SH)

ED 077 238 EM 011 161

McAdam, J. Robert Vento, Charles J.

Portable Video Tape Recorder. A Guide for Teachers.

National Education Association, Washington, D.C. Educational Technology Div.

Pub Date 69

Note—57p.

Available from—Publication Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 071-02514, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Technology, Guides, *Instructional Innovation, *Instructional Media, Media Selection, Technological Advancement, Television, *Video Equipment, *Video Tape Recordings

Portable video tape recorders (PVTR) provide teachers and students with opportunities for less expensive experimentation in using television as a teaching tool. This guide suggests ways of utilizing PVTR, gives examples, describes the operation of the equipment, and reviews differences in the equipment available. (RH)

ED 077 239 EM 011 162

Pasell, Peter Ross, Leonard

Communications Satellite Tariffs for Television. IBI Monograph Number 3.

International Broadcast Inst., Ltd., London (England).

Pub Date 72

Note—39p.

Available from—International Broadcast Institute, Ltd., Tavistock House East, Tavistock Square, London WC1H 9LG, England (50p English money)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Communication Satellites, Economic Factors, Economic Research, Economic Status, International Law, *International Organizations, International Programs, *Telecommunication, *Television

Identifiers—*Intelsat

Dealing with the experiences of and the conditions for international and intercontinental satellite transmissions as they have been carried out during the past decade, this paper focuses on the rules and practices applied within the Intelsat system. The purpose of the paper is to explore the issues involved in establishing tariffs in accord with world-wide public interest in the light of recent economic theory. After an introduction, sections provide a discussion of the organization of television transmission by satellite as it now exists, an overview of how satellite services are priced today, an analysis of alternative means for pricing television transmission in the light of the special cost characteristics of communications and broadcast services, a re-evaluation of current pricing practices on the basis of the preceding analyses, a description of an alternative pricing policy which could stimulate the use of satellite systems for television without imposing undue additional costs, and a discussion of possible objections and questions relating to this proposed approach. (Author/SH)

ED 077 240 EM 011 163

Papert, Seymour Solomon, Cynthia

Twenty Things to Do With a Computer. Artificial Intelligence Memo Number 248.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-3

Pub Date Jun 71

Note—41p.; See Also EM 011 159, EM 011 165, EM 011 168, and EM 011 170

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, *Computers, Computer Science Education, Costs, *Educational Technology, Elementary School Students, Expenditure Per Student, Instructional Media, *Man Machine Systems, *Programming

Identifiers—*Turtles

Ideas about computers in education are usually limited to transactions of a conversational form between students and machines. Computers, however, can do many other things and it is only inertia and prejudice, not lack of ideas, which stand in the way of broadening the range of computer applications in schools. Several examples, over half of which have already been implemented in elementary schools, are sufficient to prove this point. Computers can be used to move a machine called a Turtle in geometric patterns, play games, draw diagrams, make movies, program musical instruments and compose music, computerize erector sets, make light shows, write poetry, teach physics, and control puppets. People are inclined to think these projects are expensive, but they are usually cheaper than ones involving teletype machines; such computation would cost about \$30 per child annually for one hour of computer time per week, if several hundred students were involved. (PB)

ED 077 241 EM 011 165

Papert, Seymour

Teaching Children Thinking. Artificial Intelligence Memo Number 247.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-2

Pub Date Oct 71

Note—29p.; See Also EM 011 159, EM 011 163, EM 011 168, and EM 011 170

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computers, *Educational Innovation, Educational Technology, Elementary School Students, *Learning Processes, Programming, *Self Evaluation, Theories, Thought Processes

Identifiers—Turtles

It is possible to maintain a vision of a technologically oriented educational system which is grander than the current one in which new gadgets are used to teach the old material in a thinly disguised old way. Educational innovation, particularly when computers are included, can find better things for children to do and better ways for the child to think about himself doing those things. The combination of the conceptual power of theoretical ideas and the rigorous formalization demanded by computer work, such as writing programs, helps the child to articulate the working of his own mind and to understand the interaction between himself and the rest of reality. He thus not only thinks and learns about the world, but also about the processes of thinking and learning, achieving for himself the power to deal with whatever he experiences. These conclusions are supported by the results of projects in which elementary students who worked with computers developed an intense involvement with the processes of learning, with better results than found in conventional educational programs. (PB)

ED 077 242 EM 011 168

Papert, Seymour

A Computer Laboratory for Elementary Schools. Artificial Intelligence Memo Number 246.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-1

Pub Date Oct 71

Note—20p.; See Also EM 011 159, EM 011 163, EM 011 165, and EM 011 170

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computers, *Elementary Schools, *Instructional Materials, Laboratories, Research Proposals, Teaching Methods

Identifiers—*Artificial Intelligence Laboratory, Massachusetts Institute of Technology

This proposal describes a project whose objective is the development of new methods and materials for elementary school teaching in the computer age. In the long run, it is hoped that children will experience greater intellectual growth than generally thought possible. Computers will remove artificial barriers between disciplines and stimulate personal involvement on the part of the learners, provided that three new roles of the computer are recognized. First, computers make possible new mathematical technologies. Second, they create models for learning about learning and other cognitive skills. Finally, theoretical computer science is a source of research about education. The immediate goal of the project is to create sufficient material in the form of technology to include the major part of an elementary school curriculum, which will then serve as a model for further research. To accomplish this, the project will need its own computer—a PDP-11 with ten terminals. (PB)

ED 077 243 EM 011 170

Papert, Seymour

Teaching Children to be Mathematicians vs. Teaching About Mathematics. Artificial Intelligence Memo Number 249.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-4

Pub Date Jul 71

Note—26p.; See Also EM 011 159, EM 011 163, EM 011 165, and EM 011 168

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computers, Elementary Grades, *Elementary School Students, Essays, Mathematical Concepts, Mathematical Experience, Mathematicians, *Mathematics, *Mathematics Curriculum, Programming, *Teaching, Transfer of Training

Identifiers—*Artificial Intelligence Laboratory, Massachusetts Institute of Technology, Turtles

Children will become more proficient in mathematics if they do mathematics rather than merely learn about mathematics. Once educators overcome the misconception that the average student can't do math, they can develop new mathematical activities for children, such as those invented by the staff of the Artificial Intelligence Laboratory at Massachusetts Institute of Technology.

These use computational mathematics projects (in which, for example, a computer regulates the movement of a toy) as vehicles for teaching transferable concepts. They force teachers and students to identify concepts which enable the math beginners to discuss clearly their thinking, they foster personal involvement in mathematics and they encourage children to make creative discoveries. These processes also lead to an understanding of the concepts of debugging, formalization, side-effects and simplification. In short, computational math is superior to the traditional method of teaching math because it teaches children to mathematize, because it develops heuristic concepts, and because it attends to the mathematical primitives. (PB)

ED 077 244 EM 011 172

Charren, Peggy, Ed. Sarson, Evelyn, Ed.

Who Is Talking to Our Children? Third National Symposium on Children and Television, Yale University, New Haven, Connecticut, October 15-17, 1972.

Action for Children's Television, Boston, Mass.; Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—68p.

Available from—Action for Children's Television, 46 Austin Street, Newtonville, Mass. 02160 (\$5.00) and Box E, School of Education, Stanford University, Stanford, Ca. 94305 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, *Child Development, Child Development Specialists, *Children, Commercial Television, *Programming (Broadcast), Symposia, *Television, Television Viewing

Identifiers—*Action For Children's Television, Ford Foundation

Action for Children's Television (ACT), with financial support from the Ford Foundation, presented the Third National Symposium on Children and Television at Yale University in October, 1972. It brought together childhood professionals, such as pediatricians, nursery school directors, and child psychologists, and media people such as broadcasters, producers, and television executives, to consider the effects of television on children and to review the efforts the media have made to provide quality programming for children. The former group discussed the impact of television on such aspects of children's lives as their fantasy and play worlds and their concept of death, while the latter examined their own philosophy and the criteria by which they make decisions. Other major topics were the economic traits of the industry, the possible alternative sources of future funding, and the directions in which changes might be made. (PB)

ED 077 245 EM 011 173

Kaplow, Roy And Others

Illustrations of Conversational, Inquiry, Problem-Solving, and Questionnaire Type Interactions Within The TICS System.

Massachusetts Inst. of Tech., Cambridge. Dept. of Metallurgy and Materials Science.

Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Pub Date Mar 73

Note—5p.; Proceedings, Seventh Annual Princeton Conference on Information Sciences and Systems, March 22-23, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, Computer Assisted Instruction, *Computers, *Computer Science, Data Bases, Instructional Media, *Interaction, Man Machine Systems, State of the Art Reviews

Identifiers—TICS System

It is possible to separate the use of computers for instructional purposes into four modes, distinguished by the style of user interaction and sometimes by the implementation methods used. The four major modes are: 1) conversational, in which the interaction resembles an exchange between two persons; 2) data-based, wherein one component of the man-machine system extracts from the other information useful to the solution of a problem; 3) computational, in which the user focuses upon the computational power of the computer; and 4) drill, a repetitive, structurally

fixed interaction in which only the specific contents are changed. Classifications of this sort overemphasize difference between styles of use, but attending to structural and pedagogical attributes has its uses. It provides a framework for characterizing system capabilities and applications, a shorthand for communication among computer scientists, and guidelines for novice authors of instructional material. (PB)

ED 077 246 EM 011 174

Kaplow, Roy And Others

TICS: A System For The Authoring and Delivery Of Interactive Instructional Programs.

Massachusetts Inst. of Tech., Cambridge. Dept. of Metallurgy and Materials Science.

Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Pub Date Mar 73

Note—5p.; Proceedings, Seventh Annual Princeton Conference on Information Sciences and Systems, March 22-23, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Authors, *Computer Assisted Instruction, *Instructional Programs, *Interaction, Man Machine Systems, On Line Systems, Program Descriptions, *Program Development, Programming Languages

Identifiers—*Teacher Interactive Computer System, TICS

The Teacher-Interactive Computer System (TICS) is an on-line and interactive programing system for authoring interactive programs, particularly instructional programs. The system provides a fairly natural language, in which the author's statements for creating items in a program, for examining the structure and flow, for simulating its use by students, for modifying the existing description, and for making entries in a thesaurus/encyclopedia can be intermixed homogeneously. During the authoring process, the current specification of the program is stored dynamically as a structured data base, which includes automatically generated information relating to the interdependencies among items in the program and other diagnostically useful data. Implemented in a large, general-purpose time-sharing system (Multics), the TICS authoring system is complemented by a delivery system for student use of the program. It is also intended to provide automatic conversion of completed programs to alternate formats for implementation on other computers. (Author/PB)

ED 077 247 EM 011 180

Sivertson, Sigurd E. Hansen, Richard H.

The Role of Technology in an Evolving Continuing Education Program for Health Professionals.

Wisconsin Univ., Madison. Dept. of Postgraduate Medical Education.

Pub Date 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Audiovisual Aids, Audiovisual Instruction, Dial Access Information Systems, *Educational Technology, Evaluation, *Health Personnel, *Instructional Media, *Instructional Technology, Medical Education, Needs, *Professional Continuing Education, Program Descriptions, Telephone Instruction, Televised Instruction

Identifiers—*University Wisconsin Center Health Sciences

Seven years' experience in the utilization of instructional technology by the University of Wisconsin for the continuing education of health care personnel is reviewed. During the period 1965-1972 doctors and allied support professionals were given access to telephone conferences, a dial access library, films, tape/slide programs and television. A report of the impact of media oriented instruction upon professionals' knowledge and upon patient care is given, along with a description of future efforts to pay attention to the identification of educational needs, to the existing deficiencies in medical education, and to the establishment of patterns of lifetime learning. (PB)

ED 077 248 EM 011 181

Meyer, Thomas C.

A Study on the Feasibility of Establishing a National Medical Dial Access Information Retrieval System. Final Report.

Wisconsin Univ., Madison. Dept. of Postgraduate Medical Education.

Spons Agency—Lister Hill National Center for Biomedical Communications, Bethesda, Md.
Report No.—LHNCBC-71-04; PB-204-698
Pub Date Feb 70
Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, Data Bases, *Dial Access Information Systems, Feasibility Studies, Health Personnel, *Information Retrieval, *Information Systems, Medical Education, Program Descriptions, *Telephone Communication Systems

Identifiers—Inward Wide Area Telephone Service, INWATS

This study examines the costs and operating problems associated with a national center which in response to telephone calls would provide any one of 1000 five or six minute recorded messages; in this case there are envisaged to be on patient-care problems. The phone calls are assumed to arrive via Inward Wide Area Telephone Service (INWATS) lines and the number and costs of such lines are computed. An automatic message selection unit is described. Guidelines for data base development and promotion of the service are also provided. (Author)

ED 077 249 EM 011 183

Borton, Terry And Others

Dual Audio TV Instruction: A Broadcast Experiment.

Philadelphia Board of Education, Pa. Office of Curriculum Planning and Development.

Pub Date Jul 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Communication, Broadcast Industry, Cognitive Processes, *Educational Radio, Educational Research, Elementary School Students, Experiments, *Instructional Media, *Instructional Television, Mass Media, Multimedia Instruction, Reading, Televised Instruction, Vocabulary

Identifiers—DATI, *Dual Audio Television Instruction

An experiment assessed the potential effectiveness of "dual audio television instruction" (DATI) as a mass education medium. The DATI consisted of a radio program heard by children while they watched television shows. The audio instructor did not talk when the television characters spoke, but used the "quiet" times to help with reading, define vocabulary, explain concepts, and point out problem solving processes. The study used children from 70 homes. The control group watched television programs as they normally would, whereas the experimental group was exposed to DATI. The results showed that the technical arrangements were feasible, that the children exposed to DATI voluntarily accepted it, and that they learned significantly more reading, vocabulary, and process skills than did the control group. The experimental group also talked more during the show and made more cognitively complex comments. (PB)

ED 077 250 EM 011 184

Wells, C. H. And Others

Instruction in Renal Physiology on a Minicomputer-Based Educational System.

Texas Univ., Galveston. Medical Branch.

Spons Agency—Esso Education Foundation.

Pub Date Apr 73

Note—9p.; Paper presented at the American Physiological Society Symposium on Computer Aided Instruction, (Atlantic City, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Computers, Cost Effectiveness, Educational Programs, Educational Research, *Medical Education, *Physiology, Problem Solving, Student Attitudes

Identifiers—Minicomputers, University of Texas Medical Branch

A prototypical minicomputer-based educational system was designed at the University of Texas Medical Branch to determine if it is possible to evolve complex educational programs which are effective and also flexible and of low cost. Freshman medical students using the minicomputer program substantially improved their problem-solving abilities in renal physiology, although this improvement in performance was not greater than that of a control group undergoing traditional large group instruction. The experimental

group, however, required less time to complete the assignment and expressed a preference for the computer-based mode of instruction. It remains to be seen if such instruction can be made cost-effective and whether it can gain faculty acceptance. (PB)

ED 077 251 EM 011 185

Design Considerations in Development of Minicomputer-Based Computer Aided Instructional Hardware Systems.

Texas Univ., Galveston. Medical Branch.

Pub Date 73

Note—4p.; Paper presented at the Southwest Instructional Electronics Electrical Engineering Conference, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Instructional Design, Medical Education, Program Descriptions, Programming, Programming Languages

Identifiers—Minicomputers, *University of Texas Medical Branch

A minicomputer-based computer-assisted instructional (CAI) system was designed at the University of Texas Medical Branch in an attempt to lower both the excessive hardware costs and the inordinate amount of time required for the preparation of each hour of instructional material associated with traditional CAI systems. A prototype system with an author-oriented language was developed and used by medical students. The system's programs consisted of textual content and of logic instructions which allowed the machine to execute the instructor's educational strategies. The system was found capable of handling complex, educationally effective programs and was well liked by students. In addition, it was learned that faculty were both willing and able to write their own programs after a short period of instruction. (PB)

ED 077 252 EM 011 186

Holm, Cheryl And Others

CAISYS-8: A CAI Language Developed For A Minicomputer.

Texas Univ., Galveston. Medical Branch.

Pub Date 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Branching, *Computer Assisted Instruction, Computer Programs, Computers, Costs, Medical Education, Program Descriptions, *Programming Languages

Identifiers—CAISYS-8, Compilers, Minicomputers, University of Texas Medical Branch

The University of Texas Medical Branch developed a minicomputer-based computer-assisted instruction (CAI) system which employed a teacher oriented software package called CAISYS-8, consisting of a highly modularized teaching compiler and operating system. CAISYS-8 used instructional quanta which generalized the flow of information to and from the student and encouraged feedback between student and teacher. Individual accumulator registers recorded student responses and directed program branching, and teachers were provided with a completely dichotomous tree structure. The system was found to be highly useful because the minicomputer itself was far less expensive than larger computers and less prone to obsolescence and because the compiler teaching language, at once simple, powerful, and flexible, was readily accepted by teachers who learned to use it in a short time. (PB)

ED 077 253 EM 011 193

Index to 16mm Educational Films. Fourth Edition, 1973, Volume I, Alphabetical Guide (A-L).

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 73

Note—642p.; See Also Volume II, EM 011 194 and Volume III, EM 011 195

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, CA 90007 (\$79.50 with Volumes II and III)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Directories, Education, *Films, Indexes (Locators), *Instructional Films, *Sound Films

Containing over 70,000 entries, this index to 16mm educational films was compiled at the Na-

tional Information Center for Educational Media from a computerized data base. Information about each entry, alphabetically listed by title, includes size and physical description, length, series title reference when applicable, description of the contents, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. This volume is the first of a three volume set, and it lists titles alphabetically from A to L. EM 011 194 and EM 011 195 are related documents. (SH)

ED 077 254 EM 011 194

Index to 16mm Educational Films. Fourth Edition, 1973, Volume II. Alphabetical Guide (M-Z).

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 73

Note—590p.; See Also Volume I, EM 011 193 and Volume III, EM 011 195

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, CA 90007 (\$79.50 with Volumes I and III)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Directories, Education, *Films, Indexes (Locators), *Instructional Films, *Sound Films

Containing over 70,000 entries, this index to 16mm educational films was compiled at the National Information Center for Educational Media from a computerized data base. Information about each entry, alphabetically listed by title, includes size and physical description, length, series title reference when applicable, description of the contents, audience level, producer and distributor code, year of release, and Library of Congress catalog card number. This volume is the second of a three volume set, and it lists titles alphabetically from M to Z. EM 011 193 and EM 011 195 are related documents. (SH)

ED 077 255 EM 011 195

Index to 16mm Educational Films. Fourth Edition, 1973, Volume III. Subject Heading Outline, Index to Subject Headings, Producer/Distributor Code Section.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 73

Note—495p.; See Also Volume I, EM 011 193 and Volume II, EM 011 194

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, CA 90007 (\$79.50 with Vols. I & II)

Document Not Available from EDRS.

Descriptors—*Directories, Education, *Films, Indexes (Locators), *Instructional Films, *Sound Films, Subject Index Terms

The third volume in a three-volume set on 16mm educational films, this volume provides subject headings used in many media producers' and educational institutions' catalogs. The titles listed in the subject guide are individual 16mm films as well as series titles, and may appear under several categories. A subject heading outline and an index to subject headings are also included. In addition, the codes used in the alphabetical listing of titles (the first two volumes of the set) to identify producers or distributors are expanded in a directory of producers and distributors in this volume. EM 011 193 and EM 011 194 are related documents. (SH)

ED 077 256 EM 011 198

Index to Educational Overhead Transparencies. Third Edition, 1973.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date 73

Note—757p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, CA 90007 (\$49.50)

Document Not Available from EDRS.

Descriptors—*Directories, Education, Indexes (Locators), *Slides, *Transparencies, *Visual Aids

Numerous studies indicate that the overhead transparency is an effective means of communicating in the instructional process and is

avored by both the instructor and the student because of its flexibility and interest value. This index to overhead transparencies lists over 35,000 main titles and provides information on each about its size and physical description, contents, series title when applicable, audience level, producer and distributor code, and year of release. A first section lists titles by subject, the second alphabetically, and a third section expands the producers and distributors codes provided in the information about each entry. (SH)

ED 077 257 EM 011 248

Rivers, William L., Ed. Nyhan, Michael J., Ed. Aspen Notebook on Government and the Media.

Academy for Educational Development, Inc., Washington, D.C.; Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—192p.; Report of Three seminars (Aspen, Colorado, August 1972)

Available from—Aspen Program on Communications and Society, Suite 232, 770 Welch Road, Palo Alto, California 94304 (\$3.95)

Document Not Available from EDRS.

Descriptors—Cable Television, *Communications, Conference Reports, Freedom of Speech, *Government Role, *Mass Media, News Media, Press Opinion, *Public Policy, Social Responsibility, Television

Identifiers—*APCS Workshop on Government and Media, Aspen Program on Communications and Society

The objective of the Aspen Program on Communication and Society is to identify issues dealing with communication in a free society and to develop policy and actions in four areas: 1) government and media; 2) public broadcasting; 3) television and social behavior; and 4) cable television and other new technologies. In accordance with this goal, a workshop was held in August 1972 to treat problems related to the first of these domains. This book reports on the meeting at which government officials, journalists, media executives, attorneys, and communications educators participated in three seminars to discuss government-media relations, to review current trends in regulatory procedures, and to critique matters raised in the first two sessions. Six essays deal with the relationship between newsmen and statesmen, the interplay of press rights and responsibilities, the public's right to know, a rationale for governmental regulation, public access to the media, and the crisis of public confidence. The underlying theme is one of constant identification of the public interest, accompanied by the suggestion of practical solutions to every problem which is raised. (PB)

FL

ED 077 258 FL 003 411

Wright, E. N.

Programme Placement Related to Selected Countries of Birth and Selected Languages. (Further Every Student Survey Analyses).

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Pluralism, *Educational Background, *English (Second Language), *Ethnic Groups, Minority Groups, Occupational Aspiration, *School Surveys, Sociolinguistics, Tables (Data), *Vocational Interests

Identifiers—*Canada

A statistical analysis of the Every Student Survey (1970) made in Canada examines language and occupational categories of students involved in current ESL programs. The initial analysis of the results indicates that students whose parents held low-income jobs are more likely to be found in special vocational and two-year programs than children whose parents held high-income jobs. Students of English as a second language were determined to be twice as likely to have parents in the lower occupation categories as children who learned English as a mother tongue. This report presents 10 tables of statistical data which

further refine the initial analysis of the survey. (RL)

ED 077 259 FL 003 553

Pike, Kenneth L.

The Intonation of American English.

Pub Date 45

Note—203p.; Twelfth Printing 1972

Available from—University of Michigan Press, Ann Arbor, Mich. 48106 (\$4.00)

Document Not Available from EDRS.

Descriptors—*American English, Applied Linguistics, Descriptive Linguistics, English (Second Language), *Intonation, *Language Patterns, *Language Research, Language Rhythm, Phonemics, Phonetics, Phonology, Research Methodology, *Semantics, Sentence Structure, Speech, Suprasegmentals, Syllables, Tone Languages

The material in this book is the result of an investigation to determine how to teach English intonation effectively and to find the smallest number of patterns which could be used as a basis for initial drills in the language. The book presents a statement of the structure of the English intonation system in relation to the structural systems of stress, pause, and rhythm. The first section describes the procedure of the investigation. Section two discusses the relationship between auditory and instrumental analyses, reviewing previous English and American studies and describing the use of auditory and instrumental techniques. The third section presents the general characteristics of intonation—how it is constituted by sequences of pitches and accompanied by shades of meaning. Section four deals with specific contours of American English and provides a tentative statement of their meanings. Section five discusses the utilization of intonation in teaching, with emphasis on teaching English to Latin Americans. Section six analyzes several texts and demonstrates the proportionate number of occurrences of intonation contours. The final section discusses the relationship of intonation to speech as a whole. (VM)

ED 077 260 FL 003 690

Blat, Gimeno J.

La educación permanente del maestro (Continuing Teacher Education).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentación e Información Educativa.

Pub Date Apr 71

Note—6p.

Journal Cit—Boletín del Centro Nacional de Documentación e Información Educativa; n4 pt 3 p25-30 Mar-Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Book Reviews, Educational Improvement, *Educational Needs, Educational Philosophy, Educational Planning, *Professional Continuing Education, Spanish Speaking, Teacher Attitudes, Teacher Background, *Teacher Education, *Teacher Improvement, Teacher Qualifications, *Teacher Role, Teachers Colleges

This article discusses the importance of continuing education for teachers and various aspects of the problem which should be considered. The role and function of the teacher is discussed; continuing education must assist in developing the teacher's ability to fulfill that role. The ever-changing demands on the teacher mean that the teacher's pedagogical training must also be constantly changing. (VM)

ED 077 261 FL 003 691

Pare, Andre Pelletier, Louise

Une école élémentaire nouvelle pour une société nouvelle (New Elementary Schools for a New Society).

Ministerio de Cultura y Educacion, Buenos Aires (Argentina). Centro Nacional de Documentación e Información Educativa.

Pub Date Jul 71

Note—42p.; Document in Spanish, Spanish translation by Martha Z. de Slevin

Journal Cit—Boletín del Centro Nacional de Documentación e Información Educativa; n5 pt 2 p24-65 May-Jul 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Cognitive Development, Cognitive Processes, Early Childhood Education, Educational Improvement, Educational Needs, *Educational Objectives, *Educational Philosophy, Educational

Planning, *Elementary Education, Elementary Schools, Learning Theories, *Problem Solving, Social Characteristics, Social Problems, *Sociology, Spanish Speaking, Teacher Role, Thought Processes

This article, translated into Spanish from the French, discusses changes and increasing complications in society which call for educational reform and improvement. Elementary education, traditionally based on memory skills, should become the setting for the development of mental processes and intellectual skills through the activity of problem solving. The child should be led to discover problems, to search for and evaluate solutions, and, finally, to test those solutions. Important for educational reform is the research work of psychologists considering intellectual development and learning processes. (VM)

ED 077 262 FL 003 727

Spoken English Curriculum Guide (B-12) for Intermountain School, Brigham City, Utah.

Intermountain School, Brigham City, Utah.

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, *Curriculum Guides, *Educational Objectives, Elementary School Curriculum, *English (Second Language), High School Curriculum, Instructional Materials, Language Skills, Nongraded Classes, *Oral English, *Speech, Speech Instruction, Syntax, Teaching Methods, Textbooks, Vocabulary

This curriculum guide provides a tentative outline for five levels of oral English instruction. The lesson-by-lesson objectives, grammar, and vocabulary are listed. Textbooks are recommended to accompany the lesson outline. The first four levels seek to foster oral language skills with increasing complexity through the first eight grades of elementary education. The fifth level, intended for the last four grades of high school, presupposes the student's completion of the preceding levels or a sufficient speech background so that the learner will be prepared to go into areas of individual study and growth through the study of informal and formal speech requirements. (VM)

ED 077 263 FL 003 753

James, Charles J.

Foreign Language Education: Projections for the Future.

Pub Date 25 Nov 72

Note—7p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Improvement, *Instructional Improvement, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Program Development, Student Attitudes, Student Motivation, Student Needs, Teacher Attitudes, Teaching Methods

The principal discussion in this paper focuses on the student, teacher, administrator, and community as agents of educational change and on the conjectured future change in the field of language instruction. Additional comments on the fourth volume of the ACTFL-sponsored annual review of language instruction, "Foreign Language Education: A Reappraisal" (National Textbook Company, 1972), concentrate on three concepts: (1) education as a process, (2) pluralism and communication, and (3) professional concerns. The author argues that the success of future programs is dependent upon the constructive measures taken by the profession today. (RL)

ED 077 264 FL 003 767

Engel, Walburga von Raffler

The Relationship of Intonation to First Vowel Articulation in Infants.

Pub Date Oct 70

Note—9p.; Paper presented at the International Symposium on Intonology, Prague, Czechoslovakia, October 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, Articulation (Speech), *Child Language, Communication (Thought Transfer), Consonants, Infant Behavior, *Intonation, *Language Development, Language Research, Learning Processes, Phonology, Physiology, Verbal Communication, *Verbal Development, *Vowels

Assuming that an infant's first stage of verbal communication is melodic and the result of controlling the motion of the vocal cords, a question arises concerning the second stage in development. Is it the shaping of the oral cavity of the direction of the articulators? The author's observation of an infant through his first year of development indicates that the conscious shaping of the oral cavity appears to precede the communicative use of lip articulation. From the use of pitch by itself, the child introduces the element of shaping the oral cavity, and this produces a vowel. Later, the child adds a third element, articulation, and produces consonants. (VM)

ED 077 265 FL 003 784

Mueller, Klaus A.

Aspects in the Development, Teaching, and Evaluation of an Individualized Instruction Program.

Pub Date 25 Nov 72

Note—15p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Georgia, November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *College Language Programs, Curriculum Development, *German, *Individualized Instruction, *Language Instruction, *Modern Languages, Student Attitudes, Student Needs, Teacher Recruitment

Identifiers—Berkeley, *University of California
Dissatisfied with results of traditional language instruction at the university level, the German department at the University of California at Berkeley developed an individualized program for introductory German courses. The author discusses the rationale of the program, problems in curriculum development, teacher recruitment, and student attitudes. Several charts, illustrating the success of the program, are included: (1) enrollment in individualized instruction, basic course, reading emphasis, and totals from 1970 through 1972; (2) average numbers of students per instructor; (3) teaching schedule for German 14; (4) testing schedule for German 14; (5) student record; and (6) average number of quarter units achieved per student. (RL)

ED 077 266 FL 003 790

Schaefer, William D.

Foreign Languages and the International Interest.

Pub Date 25 Nov 72

Note—9p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Georgia, November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Educational Philosophy, Educational Theories, Humanism, Instructional Program Divisions, International Education, *Language Instruction, Linguistic Competence, Linguistic Performance, *Modern Languages, *Motivation, Second Language Learning, *Student Motivation

William Riley Parker's arguments favoring and supporting the post-World War II boom in language learning in America are criticized in an attempt to discover a more relevant rationale for language instruction in the 1970's. Specifically, the belief that world peace can be maintained and that international understanding can be considerably improved through language instruction in public schools—thereby justifying the language requirement—is rejected in favor of a more traditional and inward-looking theory of motivation. Students who learn languages learn to know themselves better and are more capable, therefore, of self-expression. The author also argues that the language teaching profession become more realistic in its appraisal of its status and objectives by taking language acquisition seriously, refusing to think in terms of courses and credits, and concentrating on proficiency. Other suggestions supporting second language learning in American schools are offered. (RL)

ED 077 267 FL 003 809

Spolsky, Bernard

The Navajo Reading Study: An Illustration of the Scope and Nature of Educational Linguistics.

Pub Date Aug 72

Note—20p.; Paper presented at the Third International Congress of Applied Linguistics, Copenhagen, Denmark, August 21-26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Linguistics, Bilingual Education, Child Language, Diglossia, *Educational Planning, *Educational Policy, Language Instruction, Language Planning, *Language Research, *Language Role, Language Tests, Language Usage, Linguistic Competence, Navaho, Reading Instruction, Second Language Learning, Sociolinguistics, Standard Spoken Usage, Teacher Education

It is the task of educational linguistics to describe and analyze language education in all aspects. With respect to the Navaho Reading Study, it is within the realm of educational linguistics to develop and make available information that will permit the Navaho people, working through their own institutions, to make informed decisions about educational language policy. Two main questions are posed in planning educational policy for Navaho language education: (1) What is the communicative competence of children entering schools? and (2) What is the nature of the language used by children? From consideration of these and related questions, language education planning can be conducted. (VM)

ED 077 268 FL 003 828

Grosu, Alexander

The Strategic Content of Island Constraints. Working Papers in Linguistics No. 13.

Ohio State Univ., Columbus. Dept. of Linguistics. Pub Date Dec 72

Note—229p.; Modified version of Ph.D. dissertation, Ohio State University, August 1972

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Sciences, *Descriptive Linguistics, Doctoral Theses, English, Grammar, Language Research, Language Universals, Linguistic Competence, Linguistic Theory, *Perception, *Psycholinguistics, Semantics, Surface Structure, *Syntax, Transformation Generative Grammar, Transformations (Language)

This dissertation seeks to provide an improved syntactic analysis of the phenomena known as "island constraints" and to offer a natural explanation for these and other phenomena in behavioral terms. The author approaches the problem using the notions of "nucleus" and "satellite," and shows that these concepts are a necessary part of a descriptively adequate grammatical theory. The behavioral principles seen to be at work are erroneous closure, interrupted behavior, and perceptual conflict. The author presents a reanalysis of three constraints (the complex noun-phrase constraint, the coordinate structure constraint, and a third constraint involving adverbials) and uses the behavioral principles listed above to propose explanations for the main island constraints under consideration. (Author/VM)

ED 077 269 FL 003 838

Santoni, Georges V.

An Integrated Approach, through Linguistic and Cross-Cultural Exercises, to Advanced Conversation.

Pub Date 24 Nov 72

Note—22p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, *Conversational Language Courses, Cross Cultural Studies, Cross Cultural Training, *Cultural Education, Cultural Factors, *French, Instructional Materials, *Language Instruction, *Language Role, Modern Languages, Sociolinguistics, Teaching Methods

Various methods for integrating cultural materials with advanced conversation in language courses are demonstrated in this article. Techniques used in developing materials for classroom use are examined, with examples drawn from French culture units used in third-year conversation classes at the university level. Excerpts in French dealing with the daily life of the French are supplemented by linguistic exercises which test the student's cultural awareness. (RL)

ED 077 270 FL 003 849

Cherrier, Roy, Ed.

English Language Testing. Report of the RELC Fifth Regional Seminar, Bangkok, 25-30 May, 1970.

Regional English Center (Singapore).

Pub Date 71

Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission Criteria, Conference Reports, Educational Improvement, *English (Second Language), Error Patterns, *Language Proficiency, *Language Skills, Language Tests, Predictive Ability (Testing), Second Language Learning, *Seminars, Test Construction, *Testing, Test Reliability

The primary objective of the Regional English Language Center (RELC) is the improvement of standards of teaching and learning English as a second or foreign language in the countries of Southeast Asia: Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, and Vietnam. This report on the RELC seminar on English language testing contains the papers presented at the plenary sessions of the meeting as well as summaries of the discussion from each session; also included are supplementary papers and reports from the workshops held during the meeting. Topics include a variety of issues in English language testing from general subjects, such as the present status of language testing in the member countries and the role of contrastive analysis in English language testing, to more specific remarks on English language testing, university entrance requirements, and papers on the testing of particular language skills. (VM)

ED 077 271 FL 003 850

Anderson, Vivienne

Let's Learn Languages.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 61

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Language Instruction, Language Programs, *Modern Languages, Public Relations, Second Language Learning, *Student Attitudes, *Student Motivation, *Teaching Methods

This pamphlet proposes a rationale for promoting second language learning in American schools. Factual data support the belief that American involvement abroad is continually increasing and thereby creating a demand for citizens capable of speaking a second language. The objectives of foreign language instruction in New York State are examined, and concluding remarks focus on how successful language programs can be maintained with proper community support and imaginative use of the community's facilities. (RL)

ED 077 272 FL 003 860

Garfinkel, Alan Litt, Leslee D.

El eco español (The Spanish Echo): An Enrichment-Oriented Radio Program for the Level II Spanish Class.

Ohio State Univ., Columbus.

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Training, *College Language Programs, *Educational Radio, Enrichment Activities, Language Learning Levels, *Listening Comprehension, Listening Skills, *Spanish, *Student Attitudes

This guide to a series of 32 weekly radio programs designed for level 2, college Spanish classes outlines the contents of each broadcast. The programs, originating from The Ohio State University, are planned to help students improve their listening comprehension skills while developing improved student attitudes toward the study of the target language. (RL)

ED 077 273 FL 003 923

Ewton, Ralph W., Jr., Ed. Ornstein, Jacob, Ed.

Studies in Language and Linguistics, 1972-73.

Pub Date 72

Note—252p.

Available from—Texas Western Press, The University of Texas at El Paso, El Paso, Texas 79968 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Applied Linguistics, Biculturalism, *Bilingualism, *Descriptive Linguistics, Essays, *Language Instruction, Language Tests, Linguistic Theory, Multilingualism, Second Language Learning, *Sociolinguistics, Syntax

This collection of essays includes topics from several areas of linguistics with special attention paid to the issue of language diversity, especially as confronted in the multilingual and multicultural southwestern United States. The first section contains essays on various topics ranging from the value of abstract syntax to "Homophones and

the English Spelling System." The second section seeks to define the term "applied linguistics." The third section deals with pedagogy and classroom problems within the field of applied linguistics; issues include Spanish idioms, English adjective compounds, and new trends in language testing. The final section on sociolinguistics deals, for the most part, with language diversity especially as experienced in the Southwest United States. (VM)

ED 077 274 FL 003 939

Mackey, William Francis

Bilingual Education in a Binational School: A Study of Equal Language Maintenance through Free Alternation.

Pub Date 72

Note—185p.

Available from—Newbury House Publishers, 68 Middle Rd., Rowley, Mass. 01969 (\$7.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Bilingualism, *Bilingual Schools, Bilingual Teacher Aides, *Bilingual Teachers, *Curriculum Development, *English, *German, Language Instruction, Language Skills, Language Tests, Media Selection, Student Grouping, Study Abroad, Teacher Education, Teacher Selection, Textbooks

Identifiers—Berlin. *John F Kennedy School

This book describes the John F. Kennedy School in Berlin, which serves a community composed of families using German and English. It talks of the objectives and curriculum of the bilingual school, the manner of teacher selection and training, and the selection and preparation of materials. Included are appendices which develop a typology of bilingual education and provide a framework of reference for teachers, administrators, and students. The book has many descriptive, statistical tables covering such areas as training and experience of teachers, size of classes, and degrees of comprehension. (SK)

ED 077 275 FL 003 965

Birkenmayer, Sigmund S.

The Relationship between Polish and Other Slavic Languages.

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Baltic Languages, *Comparative Analysis, Consonants, Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, Distinctive Features, Indo European Languages, *Language Classification, Language Development, Language Patterns, *Phonology, *Polish, Russian, *Slavic Languages, Vowels

This paper discusses the relationship of Polish to the other languages considered to be within the Slavic group. The comparison is mainly phonological and considers the Proto-Slavic features still preserved in Polish as well as the distinctive features of Polish which have developed from Proto-Slavic. The development of vowels and consonants is discussed on this basis, and remarks are made concerning phenomena in related languages. General conclusions are enumerated, establishing the position of Polish among the other Slavic groups. (VM)

ED 077 276 FL 003 966

Arndt, Walter

A Note on Teaching Pushkin.

Pub Date 24 Nov 72

Note—6p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, *Language Instruction, Lyric Poetry, Modern Languages, *Poetry, Reading Difficulty, *Reading Improvement, *Russian, *Teaching Methods

Identifiers—*Pushkin (Alexander S.)

Personal observations concerning the teaching of Pushkin at the university level focus on the disparity between modern poetry and classical Russian poetry. Urging lyrical authenticity in oral presentation, the author decries the inadequate standards of English of his students which deny Pushkin full justice in the reading. (RL)

ED 077 277 FL 003 969

Young, George M., Jr.

On Apes, Poetry, and Language Teaching.

Pub Date 24 Nov 72

Note—12p.; Paper delivered at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 24, 1972 and included in the 1972 Proceedings of the SCOLT/ACTFL Joint Meeting.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, College Language Programs, *Language Instruction, Language Skills, Learning Theories, *Modern Languages, *Poetry, *Russian, *Teaching Methods. A psychological experiment in which an ape manipulates colored linguistic symbols as a means of ostensibly learning a language suggests to the author that students, analogously, may be able to learn a foreign language by studying the use of linguistic elements in poems. Selected examples of Russian poetry illustrate the potential use of poetry in language instruction. (RL)

ED 077 278 FL 003 973

Stansfield, Charles W.

English Teaching and the Economic Development of Colombia.

Pub Date 4 Aug 71

Note—8p.; Speech delivered to the Committee on Education of the Sixth Congress of the Florida-Colombia Alliance, Ibagué, Colombia, August 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Developing Nations, *Economic Development, Educational Improvement, *Educational Needs, *English (Second Language), Foreign Students, International Education, Language Development, Language Proficiency, Language Role, *Language Skills, Second Language Learning, Study Abroad, *Teacher Education, Teacher Exchange Programs, Teaching Methods. Identifiers—Colombia, Colombian American Linguistic Institute, Florida-Colombia Alliance.

To supply the large number of workers qualified for complex jobs, a demand created by the growing needs of a rapidly growing population, Colombia must make provisions for an expanded system of higher education. This can be accomplished by sending students abroad to study at the university level. The large number of students coming to the United States to study requires adequate training in English-language skills before they leave Colombia. The Colombian-American Linguistic Institute (ILCA) was created to improve the development of these skills through the creation of textbooks and the retraining of English teachers. Lack of continued financial support reduces the work of the Institute and creates the need for help from other sources. The state of Florida has been quite active in the teaching of English as a foreign language; and the Florida-Colombia Alliance, an organization sponsoring scholarships for Colombian students studying at Florida colleges and universities, should work to have the state university system of Florida use its resources to help with the work of the ILCA. (VM)

ED 077 279 FL 003 975

Ehrlich, Alan

Bilingual Teaching and Beginning School Success.

Pub Date May 71

Note—51p.; Paper submitted to the City University of New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Control Groups, English, Experimental Groups, *Field Studies, Minority Groups, *Reading Achievement, Reading Tests, Research Design, Research Problems, *Research Projects, Spanish, *Spanish Speaking, Statistical Analysis. The purpose of this study was to measure the effectiveness of a monolingual versus a bilingual approach to the education of second-grade, Spanish-speaking children in New York City. The results were determined by measuring achievement in reading, which showed that the bilingual approach was indeed the more effective. The report includes an introduction, a review of procedure and results, a discussion and interpretation, and a summary. Tables are used to help interpret statistical data, and a bibliography and appendixes are included. (SK)

ED 077 280 FL 003 988

Bell, Alan. And Others

Colorado Research in Linguistics, Number Two.

Colorado Univ., Boulder, Dept. of Linguistics.

Pub Date Oct 72

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Deep Structure, *Descriptive Linguistics, Dialect Studies, Intonation, *Language Patterns, *Language Research, *Linguistic Theory, *Morphophonemics, Phonetics, Phonology, Russian, Spanish, Surface Structure, Syllables, Syntax, Transformation Theory (Language), Verbs, Vowels.

This document contains three reports in prepublication form on research conducted by linguists at the University of Colorado. The first paper presents an argument against the theories concerning the concept of the distributional syllable. Such theories are based on the assumptions that the syllable can and should be defined formally, without reference to phonetic realization and that the syllable is not an independent unit, but rather is derivable from the distributional properties of segments. The author argues that the theories based on these assumptions do not exhibit a reasonable conformity with the phonetic facts and that they cannot provide a basis for generalizations about phenomena beyond those for which they were specifically intended. The purpose of the second paper is to prove that stress in Aragonese is a completely predictable phenomenon and to postulate a stress rule that will account for the various stress patterns of Aragonese. The final paper considers the Russian verb "byt" and sees in it four different verbs according to the four different functions that it performs. (VM)

ED 077 281 FL 003 990

Maldonado, Imelda S. And Others

Keys to Reading: Tito. Beginning Reading in Spanish.

Pub Date 72

Note—63p.

Available from—Economy Company, P.O. Box 25308, 1901 N. Walnut, Oklahoma City, Oklahoma 73125 (\$1.88)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, *Manuals, Phonetics, *Phonics, Pronunciation, *Reading Instruction, *Spanish, Speech Instruction.

This manual presents the Spanish decoding skills. Used prior to basic Spanish language primers, it teaches the basic skills necessary for reading Spanish. It is composed of basic listening and sounding activities and work pages used to develop audio-readiness essential to mastery of basic decoding patterns. The sounds of the letters and of letter combinations are introduced in a series of stories which are printed in the teacher's manual. These stories are told or read to the pupils as they listen for the sounds. Some of the words from each story are printed and pictured on the corresponding lesson page in the text; pupils use the pictures to identify the words underneath for listening purposes only. For the teacher's manual, see FL 003 991. (Author/SK)

ED 077 282 FL 003 991

Maldonado, Imelda S. And Others

Keys to Reading: Tito. Beginning Reading in Spanish, Teacher's Manual.

Pub Date 71

Note—95p.

Available from—Economy Company, P.O. Box 25308, 1901 N. Walnut, Oklahoma City, Oklahoma 73125 (\$1.88)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Lesson Plans, *Manuals, *Phonetics, *Phonics, Pronunciation, Reading Instruction, *Spanish, Speech Instruction.

This teacher's manual presents the Spanish decoding skills. Used prior to basic Spanish language primers, it teaches the basic skills necessary for reading Spanish. The manual is organized into four sections. Section 1 contains day-by-day instructional plans; section 2 contains general information concerning the mechanics of the Spanish language and a summary of Spanish letter sounds for reference; section 3 contains detailed instructions for pronouncing Spanish vowels and consonants; and section 4 contains reference vocabulary and picture card lists. Reference indexes include a Spanish alphabetized list of picture cards, and suggested picture cards and illustrations arranged by lesson. For the student book, see FL 003 990. (Author/SK)

ED 077 283 FL 004 016

Shaw, J. Thomas

The Transliteration of Modern Russian for English-Language Publications.

Pub Date 67

Note—15p.

Available from—University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Alphabets, *Cyrillic Alphabet, Modern Languages, *Russian, Slavic Languages, *Translation, *Written Language.

Authors and editors faced with the problem of rendering Russian names or words into English are forced to transliterate the Cyrillic alphabet according to the needs of their readers. This manual presents four systems, ranging from one for works intended for a broad public to one which may be consistently applied in publications requiring orthographic precision. System 1 is suggested for handling personal names and place names in works aimed at the general public. System 2, the Library of Congress system for modern Russian (without diacritical marks), is suggested for works directed primarily at specialists in the social and natural sciences. System 3 is intended for linguists and literary scholars. System 4, the Library of Congress system with diacritical marks, is recommended for certain types of bibliographical publications demanding rigorous precision. (Author/RL)

ED 077 284 FL 004 079

Launer, Michael K.

Teaching Syntax in Elementary and Intermediate Russian Courses.

Pub Date 24 Nov 72

Note—19p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Audiolingual Methods, Cognitive Development, *Course Content, Course Organization, Grammar, Language Instruction, Morphology (Languages), *Russian, Second Language Learning, *Sentence Structure, *Syntax, *Teaching Methods, Transformation Generative Grammar, Transformations (Language).

Most Russian courses suffer from an inadequate approach to the presentation of syntax even though continued emphasis on syntax from the beginning would help to remove the trial and error syndrome inherent in purely audiolingual methods and would channel the student's efforts to internalize and make automatic his answers in a relevant context, thus making his studying more efficient. Such a syntactic approach often provides the only meaningful explanation of the differentiation of ostensibly similar (to the student) grammatical forms. Essential to any first-year course are a variety of sentence structures including embedded, interrogative, and declarative sentence types, and relative clause constructions. (Author/VM)

ED 077 285 FL 004 082

Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, 1 July-31 December 1972.

Haskins Labs., New Haven, Conn.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Information Systems Research.

Pub Date 72

Note—236p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Auditory Perception, Computational Linguistics, Consonants, *Electronic Equipment, *Experiments, *Information Processing, *Language Research, Memory, Neurolinguistics, Physiology, Reading Processes, *Speech, Visual Perception, Vowels.

This report on speech research contains 21 papers describing research conducted on a variety of topics concerning speech perception, processing, and production. The initial two reports deal with brain function in speech; several others concern ear function, both in terms of perception and information processing. A number of reports describe electromyographic studies investigating the relationship between a particular physiological function and the production of speech sounds. Other reports deal with reading and linguistic awareness, machines and speech, and reading machines for the blind. (VM)

ED 077 286 FL 004 083

Sandberg, Karl

Reading as Thought and Dialogue.

Pub Date 25 Nov 72

Note—6p.; Paper presented at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Cognitive Processes, Instructional Program Divisions, *Language Instruction, *Learning Theories, Modern Languages, *Reading Development, Second Languages, *Teaching Methods

A reading theory which distinguishes between reading as a passive recognition process and a cognitive participatory activity requiring active interpretation is discussed in this article. The method, considering reading as "thought and dialogue," stands in opposition to conditioned response theories basic to audiolingual methodology. It is proposed that language instruction be individualized to encourage students to develop their own cognitive processes and intellectual capabilities. (RL)

ED 077 287

FL 004 100

Pack, Alice C., Ed.

TESL Reporter, Vol. 6, No. 1.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Body Language, Classroom Games, Cloze Procedure, Cognitive Processes, Composition Skills (Literary), Cultural Differences, Educational Games, *English (Second Language), Language Instruction, Language Skills, Learning Activities, *Newsletters, Nominals, *Paralinguistics, Problem Solving, Reading Comprehension, *Reading Tests, Second Language Learning, Sentence Structure, *Teaching Methods

This quarterly newsletter includes a variety of articles on the teaching of English as a second language. The first article discusses the use of the enquiry method and problem solving as classroom procedures. This approach involves the development of four cognitive processes: framing questions, imposing order on data, making extrapolations, and making syntheses. The second article considers cloze testing for reading comprehension. The third article is the first part of a three-part report on the relationship of body movement to culture, language, and language teaching. The fourth article concerns teaching composition skills to students of English as a second language. This issue also includes two brief articles on the use of educational games in the classroom, a teacher's class-handout chart on the construction of the English noun phrase, two educational songs for English-as-a-second-language students on the elementary level, and several book reviews. (VM)

ED 077 288

FL 004 101

Pack, Alice C., Ed.

TESL Reporter, Vol. 6, No. 2.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Body Language, Classroom Games, Cloze Procedure, Cultural Differences, Educational Games, *English (Second Language), Language Instruction, Language Patterns, Language Skills, Learning Activities, Lesson Plans, *Newsletters, *Paralinguistics, Pattern Drills (Language), Reading Ability, *Reading Tests, Redundancy, Second Language Learning, Substitution Drills, *Teaching Methods

This quarterly newsletter contains articles on a variety of subjects relevant to teaching English as a second language. The first article concerns cloze procedures to test reading ability; the article includes a list of procedures in non-technical terms for teachers to follow. The second article discusses the use of games in teaching English as a second language; a lesson plan demonstrating how games may be used to teach verb inflections is included. The third article discusses how drills may be used in the classroom to replace the element of redundancy which is found in the language learning of native speakers. The final article is the second part of a three-part report on the relationship of body movement to culture, language, and language teaching. (VM)

ED 077 289

FL 004 107

Hammarstrom, G.

The Phonology of Baudouin de Courtenay.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—7p.; In *Linguistic Communications*, 3, 1971**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—*Descriptive Linguistics, Diachronic Linguistics, Distinctive Features, *History, *Linguistic Theory, *Morphology (Languages), Phonemes, *Phonemics, Phonetics, Phonology, Psycholinguistics, Syllables, Synchronic Linguistics

Identifiers—Baudouin de Courtenay (Jan)

This paper seeks to answer remarks by Frank Hausler and others minimizing the significance of Baudouin de Courtenay's contribution to descriptive linguistics. The author emphasizes the psychological orientation in the development of Baudouin's work in phonemics and morphology, and seeks to reconcile Baudouin's theories with later criticism based on antimentalist grounds. Differences with the Prague School's emphasis on "meaning-differentiating" function are also considered. (VM)

ED 077 290

FL 004 108

Jernudd, Bjorn H.

English in Australia.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—18p.; In *Linguistic Communications*, 3, 1971**EDRS Price MF-\$0.65 HC-\$3.29**

Descriptors—*Analytical Criticism, *Book Reviews, Descriptive Linguistics, Dialect Studies, *English, Language Development, Language Research, Language Styles, Language Usage, *Phonetics, Pidgins, Pronunciation, *Sociolinguistics, Speech

Identifiers—Australia, New Zealand

This paper provides a review of "English Transported: Essays on Australasian English," edited by W. S. Ramson. The book is a collection of articles on the various types of English spoken mainly in Australia and New Zealand. Articles discuss such varieties as nineteenth and twentieth century Australian English, New Zealand English, Pidgin English in New Guinea, migrant English in Australia, informal English in the Torres Straits, spoken versus written English, and Australian English as used by Asian students. The present reviewer considers each article and concentrates on the sociolinguistic and phonetic aspects in each discussion. (VM)

ED 077 291

FL 004 118

Cutler, Anne

An Experimental Method for Semantic Field Study.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—8p.; In *Linguistic Communications*, 2, 1970. Paper presented at the 13th Congress of the Australasian Universities Language and Literature Association, Monash University, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Descriptive Linguistics, *Experiments, *Factor Analysis, *Language Research, Linguistic Theory, Psycholinguistics, *Research Methodology, *Semantics, Statistical Analysis

This paper emphasizes the need for empirical research and objective discovery procedures in semantics, and illustrates a method by which these goals may be obtained. The aim of the methodology described is to provide a description of the internal structure of a semantic field by eliciting the description—in an objective, standardized manner—from a representative group of native speakers. This would produce results that would be equally obtainable by any linguist using the same method under the same conditions with a similarly representative set of informants. The standardized method suggested by the author is the Semantic Differential developed by C. E. Osgood in the 1950's. Applying this method to semantic research, it is further hypothesized that, should different members of a semantic field be employed as concepts on a Semantic Differential task, a factor analysis of the results would reveal the dimensions operative within the body of data. The author demonstrates the use of the Semantic Differential and factor analysis in an actual experiment. (Author/VM)

ED 077 292

FL 004 120

Petrounias, E.

Modern Greek Diglossia and Its Sociocultural Implications.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—40p.; In *Linguistic Communications*, 2, 1970. Paper presented at the 13th Congress of the Australian Universities Language and Literature Association, Monash University, August 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Diachronic Linguistics, *Diglossia, *Greek, History, *Language Development, Language Planning, *Language Role, Language Standardization, Language Styles, Language Usage, Morphology (Languages), Official Languages, Phonemics, Pronunciation, Regional Dialects, Semantics, *Sociolinguistics, Spelling, Syntax

This article explains the linguistic situation in Greece and the condition of diglossia that has arisen there through the use of common Modern Greek, developing from the Athenian dialect into a medium of communication used by all Greeks, and the use of Katharevusa, the "pure" or "purifying" language which is supposedly an imitation of Ancient Greek. The author compares selected features of the two languages in the areas of pronunciation, morphology, semantics, syntax, and spelling. A lengthy discussion concerning the historical reasons leading to the existence of modern Greek diglossia is provided along with remarks concerning the creation of Katharevusa. Using Charles Ferguson's theories concerning diglossia typology, the author applies them to the Greek situation and demonstrates the role of both languages seeking to establish a typology. Concluding remarks concern what effect Greek diglossia is having on Greek education. (VM)

ED 077 293

FL 004 134

Alvarez, Juan Kwapii, Marie Jo

Five Stories Written in Spanish & English. Cinco Cuentos Escritos en Español y Inglés.

Pub Date 72

Note—31p.

Available from—The Leslie Press, 111 Leslie Street, Dallas, Texas 75207 (\$2.36)

Document Not Available from EDRS.

Descriptors—Basic Vocabulary, *Beginning Reading, Biculturalism, *Bilingual Education, Bilingualism, *English, Language Skills, Reading Programs, *Spanish, Spanish Speaking, Story Reading, *Textbooks, Word Study Skills

This textbook is intended as supplementary material for children who need a K-4 interest-level and K-2 skill-level reader in either English or Spanish. The basic vocabulary is common to five of the seven most widely used basic English primers. A special feature of this reader is the introduction of new words in both languages. The color coding is designed to help the bilingual child identify his native and his target language. The stories depend upon the use of short simple sentences, utilization of the present tense, and extensive use of dialogue, and focus on images and the re-entry of new vocabulary. The stories are entitled "Funny the Bunny," "Who Can Do It?" "The Fat Frog," "Green Leaves, Gold Leaves," and "Paco and the Elephant." The translations are intended to be idiomatic rather than literal. (Author/SK)

ED 077 294

FL 004 151

Materiales en Marcha Para El Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism), January 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Div. of Bilingual Education.

Pub Date Jan 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, *Bilingualism, English, *Instructional Materials, Mathematics, Mexican Americans, Minority Groups, *Newsletters, Portuguese, Puerto Ricans, Spanish, Spanish Speaking

This newsletter, intended to promote the cause of bilingual-bicultural education, contains articles on "Chicano Federation and Bilingual-Bicultural Education," "Have I Got a Math Series for You!," "Puerto Rican Social Studies Perspective," and "Multilingual Assessment Program Builds Better Testing Mousetrap." The first article appears in Spanish and English. (SK)

ED 077 295

FL 004 169

Kinney, Lucretia

A Psycholinguistic Approach to Pidgin Languages.
Pub Date 21 Apr 72

Note—18p.; Paper presented at the South Eastern Conference on Linguistics (7th, Athens, Ga., April 21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Creoles, Language Development, Language Research, *Language Universals, Linguistic Theory, *Nucleation (Language Learning), *Pidgins, *Psycholinguistics, Speech Habits, Verbal Development, Vocabulary Development
Identifiers—Whinnom (Keith)

Traditionally linguists have considered pidgin languages as corrupted constructions of European vocabulary based on African or Asian syntax. Recent systematic studies of these languages show complex patterns of mutual influence on many levels. To explain the structural similarities of pidgin languages, some linguists, such as Keith Whinnom, have postulated a relexification theory. According to this theory, the Portuguese pidgin used along the West African Coast from the 16th to the 19th centuries became the basis for all subsequent West Indian, Caribbean, and Oriental pidgin languages. As an alternate explanation, current work in psycholinguistics suggests that these similarities do not in fact have to be traced back to a parent Portuguese pidgin but can be the result of universal language acquisition capacities. This report presents some of the similarities between language universals used by children and those used by pidgin speakers. It concludes that pidgins could in fact be created independently of each other and still have many syntactic constructions in common. (RS)

ED 077 296

FL 004 170

Ornstein, Jacob

Report on a Project to Apply Sociolinguistic Research Findings to Educational Needs of Mexican American Bilingual/Bicultural.

Pub Date 25 Nov 72

Note—29p.; Paper delivered at the 6th Annual Meeting of the American Council on the Teaching of Foreign Languages, Atlanta, Ga., November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, Bilingual Education, *Bilingualism, Data Bases, English, Hypothesis Testing, *Language Skills, Mexican Americans, Minority Groups, Questionnaires, Research, *Sociolinguistics, *Spanish Speaking, Taxonomy

According to this report, the accomplishments of the Sociolinguistics Studies on Southwest Bilingualism have been to (1) elicit a corpus of the speech (Spanish, English, and Mixed) of several hundred young adults and set up taxonomies of leading variables in both languages; (2) devise and apply a Sociolinguistic Background Questionnaire with over 90 demographic, attitudinal, and language usage items; (3) established working hypotheses for correlating such data with school performance records; and (4) develop a tentative working model (rational bilingualism) to correlate social and educational factors with language skills. Applications of the growing data bank are anticipated in programs aimed at curricular change for culturally and linguistically divergent pupils and students, special texts and programs intended for bilinguals in both Spanish and English, and attitudinal profiles of bilinguals/biculturalists useful in understanding and coping with the special problems of this population and related ones (Puerto Rican, Cuban, and other Spanish-English speakers). (Author/SK)

ED 077 297

FL 004 175

Dressler, [W.]

Pragmalinguistics.

Pub Date Sep 72

Note—14p.; Paper presented at the symposium "Fremdsprachenstudium und Fremdsprachenunterricht an Hochschulen," Saalbach, Austria, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Applied Linguistics, Body Language, *Communication (Thought Transfer), Comparative Analysis, *Cultural Education, Language Instruction, Language Research, Language Styles, Linguistic Theory, Nonverbal Communication, Paralinguistics, *Second Language Learning, Social Relations, *Sociolinguistics, Speech, Teacher Education, Teaching Methods

Pragmalinguistics, combining knowledge of linguistics and civilization, is a field under development within the realm of applied linguistics. It is concerned with the pragmatism of speech acts, which calls for knowledge of the relation between one linguistic element and the persons producing, using, and receiving it during the communicative situation. Pragmalinguistics attempts to develop a systematic inventory of all that belongs to communicative competence. Communicative competence includes not only grammar but also the way of living and the view of life specific to the competent speaker, since he needs them to make use of his ability to perform speech acts. Foreign language instruction should include these dimensions, as well as instruction in casual speech and fast speech rules in second language learning, since the highly conventional style taught by high school teachers is inappropriate for the majority of conversations the student will have. (Author/VM)

ED 077 298

FL 004 189

Pack, Alice, Ed.

TESL Reporter, Vol. 5, No. 3.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Consonants, Cultural Differences, *English (Second Language), *Language Instruction, Language Proficiency, Language Role, *Language Skills, *Newsletters, Oral English, Phonology, Reading, Second Language Learning, Sentence Structure, Teacher Role, *Teaching Methods, Verbs

This newsletter contains a variety of articles on topics related to teaching English as a second language. The first article provides a general discussion of the development of teaching methods for foreign language instruction and of the needs that must be met for successful language teaching. The second article discusses reading and the need for oral language proficiency before reading instruction is introduced. The third article attempts to show the co-occurrence and non-co-occurrence of tense carrier and the verb in simple predicates. A brief discussion of differences in usage between British and American English is included in the issue, as is a chart showing possible consonant clusters in English. (VM)

ED 077 299

FL 004 191

Materiales en Marcha Para El Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), February 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Feb 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, *Bilingualism, Biology, English, English (Second Language), *Instructional Materials, Mexican Americans, Minority Groups, *Newsletters, Portuguese, Spanish, Spanish Speaking

Identifiers—Lincoln (Abraham)

This newsletter is intended to promote the cause of bilingual-bicultural education. It contains a poem celebrating the birthday of Abraham Lincoln and articles on "Exploring Modern Bilingual Biology," "New Covers on the ESL Scene," "Bilingual-Bicultural Education: Background and Foreground," and "Field-Testing Favorites: Third-Grade Lesson for 'Naturaleza y Sociedad.'" (SK)

ED 077 300

FL 004 214

Harrison, Ann Tukey

"What can I Do With It?": Vocational Counseling for Language Students.

Pub Date Oct 72

Note—9p.; Speech read at the annual meeting of the Rocky Mountain Modern Language Association, Tucson, Ariz., October 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, Guidance Counseling, Instructional Program Divisions, Language Instruction, *Language Skills, *Modern Languages, Occupational Choice, *Occupational Guidance, Second Language Learning, Vocational Counseling, *Vocational Interests

Several traditional attitudes of guidance counselors and teachers concerning vocational opportunities available to language students are seen as being no longer viable in the light of society's rapidly changing vocational demands. Language students are urged not to consider teaching as a source of certain employment, particularly in view of the decline in enrollment in existing language programs. Other traditional sources of employment are equally placed in doubt. Three guiding questions are formulated to help the student determine his real interest in learning a foreign language: (1) What type of adult role does the student envision for himself? (2) What most interests the student in foreign language study? and (3) How much does the language student plan to use his language skills? The answers to these questions will help determine the vocational opportunities available to language students. (RL)

ED 077 301

FL 004 287

Materiales en Marcha Para El Esfuerzo Bilingue-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), March 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Mar 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, English, History, *Instructional Materials, Mexican Americans, *Newsletters, Portuguese, Social Studies, *Spanish, Spanish Speaking

This newsletter is designed to promote the concept of bilingual-bicultural education. Included in this issue are articles on "Bilingual Education: Acceptance and Allocation," "A World History Reference," "History Teachers, Take Heart," "Social Studies Materials in Spanish," and "Pride of Aztlan." Articles appear in Spanish and English. Included is a list of suggested U.S. distributors for educational materials in Spanish and Portuguese. (SK)

ED 077 302

FL 004 378

Lipton, Gladys C., Ed. Spaur-Rauch, Virginia, Ed.

FLES: Patterns for Change. A Report by the FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date 28 Dec 70

Note—129p.; Report presented in New Orleans, Louisiana, December 28, 1970

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthropology, Audiolingual Methods, Audiovisual Aids, Audiovisual Instruction, Educational Innovation, Educational Theories, Elementary Education, *Fles, *Fles Programs, *Fles Teachers, Inservice Teacher Education, Instructional Innovation, *Language Instruction, Language Programs, Modern Languages, *Teacher Education, Teaching Methods

This annual report considers major changes in education in general and offers numerous suggestions to FLES teachers, supervisors, and administrators for revamping current FLES programs in the light of current socioeconomic pressures. Articles pertaining to two broad areas—alternatives in FLES programs and in training FLES teachers—include: (1) "FLES in Louisiana—Progress and Promise," (2) "Suggested Application of Innovations to FLES Programs," (3) "Innovations, and Changing Goals of Education and FLES," (4) "Common Goals of FLES and Anthropology," (5) "In the FLES Classroom—A Change in Approach," (6) "The Preparation of FLES Teachers," (7) "The FLES Teacher and Audio-Visual Equipment and Materials," and (8) "In-Service Training for the FLES Teacher." The names and addresses of members of the FLES Committee of the American Association of Teachers of French for 1970 are listed. (This document previously announced as ED 051 687.) (RL)

ED 077 303

FL 004 379

Lipton, Gladys C., Ed. Bourque, Edward H., Ed. Research, Relevance, Reality: The Three R's of FLES.

American Association of Teachers of French.

64 Document Resumes

Pub Date 69

Note—100p.; Report by the FLES Committee of the American Association of Teachers of French presented on December 29, 1969 in Detroit, Michigan

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administrator Attitudes, Annual Reports, Articulation (Program), Community Attitudes, Educational Development, *Educational Research, Elementary Schools, Enrollment Trends, *Fles, *Language Instruction, Language Programs, Modern Languages, *Program Development, *Relevance (Education), Student Interests, Teaching Methods

Recognition of the significance and interrelatedness of research, relevance, and educational realities concerning foreign language instruction in the elementary schools (FLES) is exhibited in eight articles contained in this annual report compiled by the National FLES Committee of the American Association of Teachers of French. The articles include: (1) "Criteria for Research" by R. Pillet, (2) "An Overview of Research Findings in FLES" by L. Couture, (3) "FLES and High School Achievement" by J. Mirsky, (4) "Psychological Backgrounds of Language Learning at the FLES Level" by V. Gramer, (5) "Language Learning in the FLES Classroom" by C. Tarlton, (6) "Introductory Remarks on FLES Enrollments: This Is Where We're At" by V. Spaar and B. Bendon, (7) "Progress Made in the Past Ten Years" by P. Aspel, and (8) "Implementation of Results" by R. Pillet. (This document previously announced as ED 055 495.) (RL)

ED 077 304 FL 004 380

Lipton, Gladys C., Ed.

FLES: Projections into the Future. A Report by the FLES Committee of the American Association of Teachers of French.

American Association of Teachers of French.

Pub Date 69

Note—170p.; Report presented November 29, 1968 in Boston, Mass.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Advisory Committees, Educational Innovation, *Educational Trends, Elementary Education, *Fles, Fles Programs, Fles Teachers, Instructional Technology, International Education, *Language Instruction, Media Technology, *Modern Languages, Programed Instruction, Teacher Education

Twelve articles on current and projected trends in the teaching of foreign language in elementary schools (FLES) focus on four major areas of concern. A look at the present state of FLES instruction includes articles on programs in various parts of the world, the potential of FLES, and teacher preparation. Two articles on innovations and school facilities and programed instruction focus on the impact of technological advances. A section on bilingualism includes an article on ethnic groups and language maintenance. The last group of articles predicts directions which sequential programs are likely to take and the potential use of media for purposes of instruction. (This document previously announced as ED 052 644.) (RL)

ED 077 305 FL 004 424

Clausing, Gerhard And Others

Individualized German Instruction at the College Level—A Second Evaluation.

Pub Date 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Aptitude Tests, Curriculum Development, Diagrams, Enrollment Influences, Enrollment Rate, *German, *Individualized Instruction, Instructional Innovation, *Language Instruction, Language Learning Levels, Pretesting, Reading Skills, Speech Skills, *Statistical Data, Student Evaluation, Tables (Data), Test Results, Universities, Writing Skills

Identifiers—Berkeley, University of California

This follow-up report to "Individualized German Instruction at the College Level—A First Appraisal," by Gerhard Clausing et al in "Foreign Language Annals," October 1972, employs a more rigorous analysis of pretest and posttest data than the first study and focuses specifically on test results involving the individualized and

basic courses during the second quarter of the second year of the program. The evaluation of student achievement shows significantly better performance by individualized instruction students in reading and writing and equal oral performance compared with the basic course students. The findings confirm the conclusions of the first study and substantiate them with more rigorous statistical evidence. The data gathered over two years from a substantial student population are proposed as a demonstration of the basic soundness of individualized foreign language instruction. (Author/RS)

HE

ED 077 306 HE 003 624

Curtis, David V. Wartgow, Jerome F.

Evaluating Nontraditional Higher Education. A New Perspective.

Governors State Univ., Park Forest South, Ill.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, Educational Innovation, *Evaluation, *Evaluation Methods, *Experimental Colleges, *Higher Education, *Program Evaluation

The objective of this paper is to identify the components of an assessment model that are applicable to the new institutions in higher education that are identifying themselves as being innovative or nontraditional. The emphasis is on the new institutions for several reasons. First, the new institutions are under greater pressure to justify their existence and their different ways of doing things than are more established institutions; second, one of the characteristics of most new institutions is a commitment to evaluate and assess; third, while there is a general similarity among the new institutions, as a group they are quite different from traditional institutions and traditional means of evaluation often do not apply. The components of the assessment model through which nontraditional institutions are to be evaluated come under the five general headings accessibility, flexibility, personalization, synthesis, and efficacy of resources. (Author/HS)

ED 077 307 HE 003 770

Williamson, J. Peter

Performance Measurement and Investment Objectives for Educational Endowment Funds.

Common Fund, New York, N.Y.

Pub Date Apr 72

Note—94p.

Available from—Money Market Reports, P.O. Box 618, Naugatuck, Conn. 06770 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Educational Administration, Educational Economics, *Educational Finance, *Financial Support, *Higher Education, Investment, *Performance Criteria

This book is one of a series of projects developed to increase understanding of the management of educational endowment funds. Specifics of performance measurement and the setting of objectives are emphasized. Part one deals with measurement of the rate of return, or profitability, of an endowment fund. Part two reviews some statistical measures that may be taken to represent risk in a portfolio. Part three considers the practical problem of using all of these measures to judge past performance and to set objectives for the future. Appendices include related material. (MJM)

ED 077 308 HE 003 830

Light, Richard U.

Trustees and the Faculty - The Ruml Report Revisited.

Pub Date 16 Jan 73

Note—21p.; Presentation at the Annual Meeting of the Association of American Colleges, San Francisco, January 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Educational Administration, Educational Economics, Financial Problems, *Governing Boards, *Higher Education, Speeches, Student Teacher Ratio, *Teacher Salaries, *Teaching Load

In the early 1950's, economist Beardsley Ruml recommended that colleges and universities bring faculty salaries into comparable categories with

other professionals by increasing the student-faculty ratio to twenty to one. Such a suggestion was greeted with enthusiasm from trustees and many administrators, but faculty were totally against the proposal from the outset. The vast enrollment growth in higher education of the late 1950's and 1960's enabled college and university professors to demand higher salaries without having to increase their workloads. Now, however, dwindling enrollments, especially in private colleges and universities, are causing trustees to reconsider Ruml's plan in spite of opposition from the faculty. Although the trustees should definitely consult faculty as to their feelings, the trustees must inevitably have the last word in the situation. The trustees must decide the most feasible financial plan for attracting students as well as faculty, and then they must act on the decision. (HS)

ED 077 309 HE 003 891

Pfister, Allan O.

The Future of Voluntary Accreditation.

Pub Date 16 Jan 73

Note—36p.; Presentation at the Annual Meeting of the Association of American Colleges, San Francisco, January 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, *Accreditation (Institutions), *Certification, *Higher Education, *Speeches, State Standards

In the present paper, the author restricts himself to three major questions regarding accrediting of colleges and universities: (1) Ought there to be some form of accreditation, voluntary or otherwise? (2) If there is to be some form of accreditation, what is the future of voluntary associations in this effort? and (3) If there is to be some form of accreditation and if not by voluntary associations, then by whom or what? The arguments presented to the first question seem to deny that accreditation as it now exists should be allowed to continue. Reasons for this feeling center around the facts that: (1) very few colleges have any trouble at all getting themselves accredited, regardless of the quality of educational output; (2) the pursuit of excellence is not advanced by accrediting procedures; (3) there is no further need for accrediting agencies because only 80 nonregionally accredited institutions are in existence; and (4) accreditation merely contributes to educational sameness between and among institutions rather than promoting quality education. Discussions of the arguments surrounding the other two questions are considered in the text of the document. (HS)

ED 077 310 HE 003 993

Simpson, M. G. And Others

Planning University Development.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—135p.; Studies in Institutional Management in Higher Education

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, *Cost Effectiveness, *Educational Economics, *Expenditures, Foreign Countries, *Higher Education, International Education, *Management Systems, Program Descriptions, Program Development, Research Projects, Teacher Salaries, Teaching Load

Identifiers—*University of Lancaster

This document reviews various aspects of a research project designed to explore the problems raised by the elaboration, discussion and implementation of major development plans for universities and to improve cost effectiveness. The University of Lancaster was designated as the target for studies. Chapter one presents an overview of details peculiar to the University of Lancaster including the area of project coverage. Chapter two emphasizes various aspects of student course preference. Chapter three covers the undergraduate, post graduate, and new department teaching loads in addition to the planning of undergraduate admissions. Chapter four reviews the admissions policy in 1972/77. Allocations of funds to the library is discussed in chapter five. Chapter six covers teaching staff salaries while chapter seven reviews expenditures in departments. Chapter eight emphasizes the allocation of de-

partmental room space and chapter nine reviews the implementation of research results. Appendices include related research material and an index. (MJM)

ED 077 311 HE 003 994

Bottomley, J. A. And Others
Costs and Potential Economies.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72
Note—436p.; Studies in Institutional Management in Higher Education

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$8.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Cost Effectiveness, Costs, *Educational Economics, *Educational Finance, Expenditures, *Higher Education, Program Descriptions, *Program Planning, Research Projects, Space Utilization, Teaching Load

Identifiers—*University of Bradford

The University of Bradford was designated as the target for research directed toward identifying potential economies in the teaching of students under alternative sets of assumptions, in order that action may be taken to secure a more economic use of resources in the higher education sector. Part one looks generally at the nature of university costs from an economists viewpoint. In part two, cost is treated as an allocation of past expenditures. Part three of the report describes a method of building up the academic staff requirements for a course on the basis of the amount of teaching involved in it. In part four, the utilization of teaching accommodation is studied. Part five is concerned with a third major item of expense - the factors affecting the demand for technical staff. In part six, cost is studied in relation to specific academic development proposals. Part seven deals with the role of computerized models in university planning. Part eight investigates existing courses in an attempt to discover whether economics of scale already exist in practice. In part nine, the major potential economies identified in the report are summarized. Appendices of related material are included. (MJM)

ED 077 312 HE 003 995

Establishment of an International University - Progress Report by the Director-General.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 13 Oct 72
Note—15p.; Progress report presented at the UNESCO General Conference Seventeenth Session, Paris, France 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Higher Education, *International Education, International Organizations, *International Programs, *Program Descriptions

Identifiers—*UNESCO

This progress report, presented at the UNESCO General Conference seventeenth session, outlines the main activities undertaken in the establishment of an international university since the sixteenth session of the General Conference. A listing of eleven activities undertaken is presented in addition to the decision adopted by the Executive Board. This decision on the establishment of an international university is based on the report of the U.N. Panel of experts and the Director General's proposals. Annexes include the decision of the executive board of UNESCO October 18, 1971; the resolution adopted by the general assembly; and a report of the third session of the panel of experts on the establishment of an international university. (MJM)

ED 077 313 HE 003 999

Uniformed Services University of the Health Sciences and Armed Forces Health Professions Scholarship Program. Public Law 92-426-92nd Congress H. R. 2.

Congress of the U.S., Washington, D.C.

Pub Date 21 Sep 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Legislation, Federal Legislation, *Health Education, *Higher Education, *Medical Education, *Medical Schools, Military Personnel, *Military Schools, Military Service

This document reviews Public Law 92-426 an Act establishing a Uniformed Services University of the Health Sciences and providing scholarships to selected persons for education in medicine, dentistry, and other health professions, and for other purposes. Chapter 104 describes various aspects of the university; establishment; board of regents; student selection, status and obligation; graduates and limitations on numbers electing to perform civilian Federal duty; reports to Congress; and authorization for appropriations. Chapter 105 reviews the Armed Forces Health Professions Scholarship Program. Sections cover definitions; establishment; eligibility for participation; members of the program, active duty obligation, failure to complete training, and release from the program; members of the program, numbers appointed, exclusion from authorized strengths, and service credit; and contracts for scholarship and payment. (MJM)

ED 077 314 HE 004 009

Wadsworth, W. J. Michael, Max, Jr.

Develop a Program of Graduate and Continuing Medical Education by Selecting and Training a Faculty of Practicing Physicians. Final Report.

Jacksonville Hospitals Educational Program, Inc., Fla.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Apr 72

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Graduate Study, *Higher Education, Hospital Personnel, Medical Consultants, *Medical Education, *Peer Teaching, *Physicians

Identifiers—*Jacksonville Hospitals Education Program

The development of a faculty of practicing physicians for use as peer teachers was investigated by the Jacksonville Hospitals Education Program (JHEP) in this 3-year study. The participants initially consisted of approximately 30 physicians selected on the basis of contribution to graduate education and apparent interest in medical education. Participation developed to expand the faculty to 15 practicing physicians. The faculty participated in most continuing education activities in Jacksonville. Their contributions ranged between moderating a panel of outside experts to developing and teaching solely at a conference, to actively teaching house staff and medical students. Opinion surveys, statistical analyses and other studies indicated a significant and favorable impact on medical education and the community. Appendices include related program material. (MJM)

ED 077 315 HE 004 031

Yoshioka, Robert B. And Others

Asian-Americans and Public Higher Education in California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Feb 73

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Improvement, Equal Education, *Ethnic Groups, *Ethnic Relations, *Higher Education, Master Plans, *Minority Groups, *Racial Discrimination, Statewide Planning

Identifiers—*Asian Americans, California

Asian Americans in urban, suburban, and rural areas of California encounter complex social, economic, and psychological problems. Many are confronted by political insensitivity, economic exploitation, overt and covert racism as well as blatant and de facto forms of discrimination. Most educational institutions in California fail to respond to the educational needs of Asian Americans. Access to higher education does not assure the opportunity to learn about the problems facing the various communities; no forum is provided in which Asian students can explore creative solutions to these problems in the formal course of their studies. This document describes the situation of Asian Americans in postsecondary education and recommends reasonable alternatives that will hopefully result in a greater degree of educational self-determination for Asian Americans as well as the general populations. (HS)

ED 077 316 HE 004 032

Singleton, Robert Dawson, Ralph

Blacks and Public Higher Education in California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Feb 73

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Opportunities, *Equal Education, Ethnic Groups, Governance, Graduate Study, *Higher Education, *Master Plans, *Negro Education, *Negro Students, Statewide Planning, Student Needs

Identifiers—*California

The purpose of the present study was to review the present status of black students in California higher education and to make recommendations for the formulation of the Master Plan for California regarding the access of blacks to higher education, the retention of blacks in higher education, and black graduate education. Some of the recommendations contained within the document are: (1) in all future policy and goals statements, goals and timetables for increased black access to all institutions of higher education; (2) proportional representation should be achieved on all governing boards, by some specific date, for all minority and ethnic groups; (3) a needs assessment study of the major differences between nontraditional black students needs and those of the more traditional student should be undertaken in order to better design needed supportive services; (4) consortia of educational institutions of different levels should be established in order to better articulate the flow of expected levels of preparation of black students; (5) a major study of graduate education as it pertains to blacks in California should be undertaken; and (6) the state should appropriate research funds for issues and research in areas particularly relevant to black and low-income communities in California. (HS)

ED 077 317 HE 004 033

Lightfield, E. Timothy

Report on 4-1-4 Evaluation Research.

Association for Innovation in Higher Education, St. Petersburg, Fla.

Pub Date [72]

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Curriculum Research, *Evaluation, Evaluation Criteria, Evaluation Methods, *Higher Education, Research, Research Projects, *School Calendars, *Semester Division

Identifiers—*Four One Four Plan

A total sample of three 4-1-4 calendar/curriculum institutions and two control programs were selected for participation in this evaluation research project. Data were collected in three separate but related phases: compilation of institutional data, questionnaire, and interviews. The study concentrated upon the impact of the interim term upon the entire operation and functioning of the college during the wing semesters (fall and spring). The major focus of the analysis was the total impact at each college, rather than the separate and independent evaluations of the three interim term programs. Findings indicate a favorable reaction to 4-1-4 curriculum; however participating colleges indicated a lax attitude in defining and operationalizing exactly what the interim term does and should accomplish. Recommendations are suggested. The 4-1-4 evaluation guidelines and phase II, an opinionaire survey, are included as related material under separate covers. (MJM)

ED 077 318 HE 004 034

Anderson, Kenneth E.

Projection: Grade Twelve Enrollments in Kansas Public and Private High Schools 1970-71 to 1986-87.

Kansas State Master Planning Commission, Topeka.

Pub Date Dec 70

Note—52p.; Planning Report Number 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Enrollment Projections, *Enrollment Trends, *Higher Education, *Master Plans, Migration Patterns, *School Demography, Statewide Planning, Statistical Analysis, Student Mobility

Identifiers—*Kansas

This report, developed by the Master Planning Commission on Kansas education, provides some demographic considerations important to the future of education in Kansas. The focus is on the early years beyond high school. Specifically the

number of high school seniors are projected over the period of the next decade and a half. Due to its very nature, this report is a statistical analysis. By using generally accepted techniques, the number of students now in schools who may be expected to become high school seniors are estimated for each year to 1981. The series is extended to 1987 by the use of birth data from 1964 through 1969. These techniques assume that the patterns of school attendance and migration in recent years are maintained into the future. (Author)

ED 077 319 HE 004 035

Black Studies in Retrospect: A Report on the Danforth Foundation's Program of Postgraduate Black Studies Fellowships.

Danforth Foundation, St. Louis, Mo.

Pub Date Jul 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Cultural Education, *Faculty Fellowships, Fellowships, *Graduate Study, *Higher Education, Program Evaluation

Identifiers—*Danforth Foundation Program

This report surveys developments in the field of black studies in conjunction with a preliminary evaluation of the Danforth Foundation (DF) program of Postgraduate Black Studies Fellowships. Stages of development in black studies are reviewed: power struggles, local and national, black and white 1968-69; a year of truce, 1970-71; and Black Studies 1972. Early evaluations concern the timing of the DF program impact on black studies, the success or failure of the establishment of a Postgraduate Fellowship in Black Studies, and the implications for future programs and grants for the foundation. Appendices of student impressions of the program and information concerning numbers of students are included. (MJM)

ED 077 320 HE 004 037

National Student Conference on Health Manpower.

Student American Pharmaceutical Association, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Mar 72

Note—158p; Proceedings of the National Student Conference on Health Manpower, Chicago, Illinois, March 11-12, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, *Health Education, *Health Occupations, Health Personnel, *Higher Education, Manpower Needs, Models, Staff Utilization, *Student Attitudes

Identifiers—*National Student Conference on Health Manpower

This document summarizes the proceedings of the National Student Conference on Health Manpower, Chicago, March 1972. Following a staff report on the conference proceedings, student research papers on workshop topics are presented. These papers concern health profession recruitment and retention with consideration of general minority and sex-biased problems, the consumer-community relationship and provider responsibility, regulations and restrictions as health manpower barriers, health team alternative practice models, a summary of interdisciplinary student health projects, health manpower 1967-1972, health professions mobility, technologic change and medicine, health professions education, and maintaining quality of care in the health professions. Student workshop recommendations and conference caucus statements are included. (MJM)

ED 077 321 HE 004 038

Kimberly, John R.

Innovation and Change in Medical Education: An Analysis of the First Year of Operation of a New School of Basic Medical Sciences. Final Report.

Illinois Univ., Urbana.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date 15 Feb 73

Note—327p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Finance, Educational Innovation, *Health Education, Health Occupa-

tions, Higher Education, Hospital Personnel, *Inservice Education, *Medical Education, *Medical Schools, *Physicians, Program Descriptions

Identifiers—University of Illinois

This report presents a detailed analysis of various aspects of the first year of operation of the new School of Basic Medical Sciences at the University of Illinois. This new program in medical education is designed to increase the rate of production of new doctors, to alleviate some of the problems in health care delivery by shortening the amount of training time required, and to demonstrate that new medical schools can be developed without enormously high costs. Exposure to clinical settings, placement of temporal and procedural decisionmaking responsibility on the student, and elimination of the lecture/laboratory format are integral aspects of the program. Additionally, the involvement of the practicing physicians in the community in the educational process on a non-salaried basis is designed to help reduce the costs of medical education for the student while enhancing the continuing education of the physician. Appendices include research design and procedure, questionnaires, interview schedules, curriculum, and a paper on health care. (Author/MJM)

ED 077 322 HE 004 039

Getchell, Majorie E. Stearns, Norman S.

A Study of the Use of Educational Consultation to Stimulate Development of Continuing Education Programs for Physicians at Community Hospitals. Final Report.

Postgraduate Medical Inst., Boston, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Professions Education and Manpower Training.

Pub Date Sep 71

Note—316p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Improvement, *Health Occupations Centers, *Higher Education, *Hospitals, *Improvement, *Medical Consultants, Physicians, Professional Continuing Education

In a 3-year study of the impact of education consultation on development of continuing medical education (CME) programs in community hospitals, results seem to indicate that: (1) limited inputs by physicians, acting as education consultants, can significantly facilitate development of hospital-based CME programs. Over a 2-year period, 40 hospitals, comprising a stratified sample of acute, short-term community general hospitals in four New England states, received education consultation and training of their physician education coordinators. Following consultation, trained behavioral scientists visited both the 40 consulted hospitals and a matched group of 40 control hospitals that did not receive consultation. Consultation was shown to be effective on both scores: consulted hospitals implemented 60% of the consultants' recommendations within 18 months after they were submitted; and a statistically significant greater number of educational changes occurred at consulted hospitals than at the matched group of control hospitals. (Author/HS)

ED 077 323 HE 004 040

A Study of the Use of Educational Consultation to Stimulate Development of Relevant Programs of Continuing Education for Physicians at Community Hospitals in Depressed Areas. Final Report.

Postgraduate Medical Inst., Boston, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date 31 Dec 70

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Economically Disadvantaged, Health Occupations, *Higher Education, Interdisciplinary Approach, *Low Income Groups, *Medical Consultants, *Medical Services

The Postgraduate Medical Institute of the Massachusetts Medical Society had as its goal in this instance to use an interdisciplinary team of consultants to sensitize hospital medical staffs to the unique health care problems of the poor. A consultation model was set up and implemented in three selected hospitals located in depressed areas. The model of consultation is characterized by the following principles: (1) educational consultation is provided by an interdisciplinary team;

(2) consultation is used both as a catalyst and as an educational activity itself; (3) consultation stresses critical self-examination as an avenue to insights and corrective measures; (4) consultation seeks participation of individuals who will authorize, effect, and ultimately accept change; (5) consultation starts with recognition of felt problems and seeks to motivate consideration of long-range planning; (6) the approach seeks to maximize consultee involvement in program planning; (7) consultation tries to use educational mechanisms that will assure diffusion of its effects to the staff at large; and (8) consultation seeks to minimize the formation of dependency relationships. (Author/HS)

ED 077 324 HE 004 041

Peterson, Richard E.

Goals for California Higher Education: A Survey of 116 Academic Communities.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Mar 73

Note—237p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Objectives, *Higher Education, *Institutional Role, *Master Plans, *Statewide Planning, Surveys

Identifiers—*California, Institutional Goals Inventory

The Joint Committee on the Master Plan for Higher Education in California had the desire to include all the state's colleges and universities in a cooperative project to define goals for higher education in California utilizing the newly developed Institutional Goals Inventory (IGI). The objectives of the undertaking were fourfold: (1) to gather relevant data from the state's campuses for use by the Joint Committee in preparing a statement of purposes for higher education in California; (2) to survey lay citizens for the same reason; (3) to enable a great many people associated with the state's colleges and universities to register their opinions about higher educational goals; and (4) to provide an opportunity for each campus to engage in an internal self-study of campus goals. Summary data are given separately using the institution and the individual respondent as the unit of analysis. (HS)

ED 077 325 HE 004 042

Suslow, Sidney

Pass-Fail Grading at Berkeley: Facts and Opinions.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Feb 73

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Faculty, *Higher Education, *Pass Fail Grading, Research Projects, *Student Attitudes, Student Evaluation, Teacher Attitudes

Identifiers—Berkeley, *University of California

The facts and opinions regarding pass/no pass grading at Berkeley discussed in this report are based on three sources of information. These sources include a survey of faculty conducted in the spring quarter 1970, a survey of undergraduate students in the winter quarter 1971, and the records routinely generated in the Registrar's Office for the recording of scholastic grades combined with files held by the Office of Institutional Research. Five sections are arranged to cover faculty opinion, student opinion, facts, and a summary. These sections review the popularity of pass/no pass grading, student tensions and pressures, exploration of additional subject areas, quality, and faculty and student attitudes toward extension of pass/no pass grading and toward grading in general. Tables, charts and appendices of research material are included. (MJM)

ED 077 326 HE 004 044

Higher Education in the Asian Region.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date Sep 72

Note—203p.

Journal Cit—Bulletin of the UNESCO Regional Office for Education in Asia; V7, N1 Sep 1972

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Asian History, *Educational Development, *Higher Education, *International Education

Identifiers—*Asia, Asian Countries

The present issue of the Bulletin comprises articles that review broadly the development of higher education in 10 countries of the Asian region. Though not all countries are covered in the articles, those that are represent developments that have parallels in many other countries of the region. The countries covered by the articles are Afghanistan, Burma, Ceylon, India, Iran, Japan, Korea, Malaysia, the Philippines, and Thailand. A bibliographical supplement is contained within the text of the document, and a separate supplement presents an annotated list of documents on education in Asia. (HS)

ED 077 327 HE 004 045

Billingsley, Karen And Others
Attitudes Toward Residence Hall Life. Fredonia Student Attitudes on the College Student Questionnaire.

State Univ. of New York, Fredonia. Coll. at Fredonia.

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Environment, *College Housing, *Dormitories, *Higher Education, *Housing Needs, *Student Attitudes, Student Opinion, Surveys

Identifiers—New York, *State University College at Fredonia

Investigating attitudes toward residence hall living (staff, atmosphere, and rules and regulations), 40 men and 40 women completed attitude scales. Three comparisons were made: on-campus versus off-campus students, men versus women, and life styles. Results show that on-campus and off-campus students significantly differ in their perceptions of residence hall staff and atmosphere. On-campus students have a more favorable attitude than off-campus students toward staff and atmosphere. Both groups, however, are discontented with rules and regulations. Comparisons between men and women indicate no significant differences in attitudes. Students living in various life styles also failed to show significant differences. (Author)

ED 077 328 HE 004 046

Sedlacek, William E. And Others
Racial Attitudes of White University Students and Their Parents.

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-73

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Higher Education, *Parent Attitudes, *Race Relations, *Racial Attitudes, Racial Characteristics, Research Projects, *Student Attitudes

Identifiers—Situational Attitude Scale, *University of Maryland

The racial attitudes of a group of white entering university freshmen were compared to those of their parents. The Situational Attitude Scale (SAS) developed to measure the attitudes of whites toward blacks, was administered to 229 incoming white freshmen at the University of Maryland and 78 of their parents during a summer orientation session. Questionnaires were completed anonymously and subjects were not aware that different forms of the SAS were used. Both forms were identical except that the word "black" was inserted into each situation in form B. Results indicated that white parents and students generally tend to have negative and generally similar attitudes toward blacks. The apparent exceptions of being positive was toward a black magazine salesman or a black policeman. Students, on a number of instances, were more positive to situations regardless of the race of the person in the situation. A 13 item bibliography and appendix of instructions and situations from the SAS are included. (MJM)

ED 077 329 HE 004 048

Bayer, Alan E. And Others
Four Years After College Entry.

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-V8-1

Pub Date Mar 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Bibliographies, College Environment, *College Students, *Educational Finance, Educational Objectives,

Environmental Influences, Financial Support, *Higher Education, Questionnaires, Research, *Student Attitudes

This report describes a research project, developed by the American Council on Education, designed to study how students are affected by the colleges they attend. The survey instrument, a questionnaire, was administered to 185,848 first-time, full-time college students at 252 colleges and a sub-sample of these students for followup study purposes. The survey encompassed degree attainment, degree aspirations, educational persistence, academic achievement, educational financial support, field of study, life objectives, and attitudes. A 20-item bibliography, tables of responses, and appendices of research material are included. (MJM)

ED 077 330 HE 004 049

Bengelsdorf, Winnie And Others

A Guide to Federal Funds for Urban Programs at Colleges and Universities: 1972-73 Edition.

American Association of State Colleges and Universities, Washington, D.C. Office of Urban Programs.

Pub Date Nov 72

Note—137p.

Available from—American Association of State Colleges and Universities, Office of Urban Programs, One Dupont Circle, Suite 700, Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Catalogs, *Educational Finance, Federal Aid, *Federal Programs, *Financial Support, *Higher Education, Post Secondary Education, Urban Education, Urban Environment, Urban Universities

This guide contains information on 80 federal programs representing possible sources of funding for urban programs and activities of colleges and universities. It provides faculty and administrators with brief reference guides to current programs and with new leads and suggestions for further exploration. Each program description indicates authorizing legislation, amount of and availability of funding, program description and priorities, related publications available, the administering agency, and who to contact. Appendices include the regional office areas and addresses, and regional or area contacts for administering agencies. (MJM)

ED 077 331 HE 004 050

Faiman, Robert N., Ed. Olivier, Maurice E., Ed.
A Question of Partnership: Institutions of Higher Education As A Resource in the Solution of National Problems.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 72

Note—67p.; Report and Recommendations of the Conference on Institutions of Higher Education As a Resource in the Solution of National Problems, Washington May 8-10, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, *Conference Reports, *Educational Responsibility, *Higher Education, Problem Solving, *Social Action, Social Change, Social Problems, Social Responsibility

This document presents a report and recommendations of the conference on institutions of higher education as a resource in the solution of national problems. The report presents a summary for the discussions and deliberations of the conference with regard to 4 specific issues: (1) the university as a public resource; (2) internal organization of the university so that it may function as a resource in the solution of public problems; (3) external mechanisms and approaches for effective access to and utilization of the university for public problem solving; and (4) institutional and governmental policies and support necessary for the university to function in a public service role. Six of the papers that were prepared as a basis for conference discussions are also included. These are: (1) Higher Education and National Problem-Solving; (2) Higher Education: Modification Toward Changing Needs and Concerns of Society; (3) The University Interface with Societal Problems: Consequences and Prospect; (4) The University and Approaches to Problems of State and Local Government; (5) Specific Strategies and Mechanisms for University/Industry Interface; and (6) Internal Organiza-

tion of the University for the Solution of Public Problems. (Author/HS)

ED 077 332 HE 004 051

Voluntary Support of Education 1970-71.
Council for Financial Aid to Education, New York, N.Y.

Spons Agency—American Alumni Council, Washington, D.C.; National Association of Independent Schools, Boston, Mass.

Pub Date [72]

Note—78p.

Available from—Council for Financial Aid to Education, 6 East 45th Street, New York, New York 10017 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *Private Financial Support, *Surveys

This report presents the results of the twelfth "Survey of Voluntary Support of Education" conducted by the Council for Financial Aid to Education. Highlights of the findings of the survey include: (1) The total voluntary support of colleges and universities in 1970-71 is estimated at a new record high of \$1.860 billion. (2) All of the increase in total support was due to increased giving by alumni and nonalumni individuals, and much of this resulted from a sharp gain in bequests. (3) Business corporations reduced their support by 5.7% in 1970-71, primarily because of lower profits. (4) The public colleges and universities reported 12.2% more support in 1970-71 than in 1969-70. (5) Although the private, 4-year institutions continued to account for the lion's share of total support, they reported only 1.9% more in 1970-71 than in 1969-70. (6) The private junior colleges and public community colleges reported a large decline in support in 1970-71. (7) More than 55% of the 1970-71 total was earmarked for current operating expenses. (HS)

ED 077 333 HE 004 052

Romine, Stephen
Colorado Legislators and Collegiate Trustees Respond to Selected Issues in Higher Education.

Colorado Univ., Boulder. Higher Education Center.

Pub Date Dec 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Governance, *Higher Education, *Legislators, Opinions, Political Attitudes, *Public Opinion, Surveys, *Trustees

Identifiers—*Colorado

This document is a report of the anonymous responses of 61 legislators and 70 men and women serving as college trustees or as members of boards or commissions charged with responsibility for higher education in Colorado. These responses were made to 50 selected issues in higher education to which respondents were given the opportunity to strongly agree, agree, register uncertainty, disagree or strongly disagree. The 50 issues can be condensed into 10 broad areas: (1) overall accountability and economic value; (2) behavior, academic freedom and tenure; (3) collegiate roles, goals, outcomes and emphasis; (4) economic considerations and costs; (5) federal support allocations; (6) faculty rewards and working conditions; (7) statewide coordination and control; (8) shared internal governance; (9) access and admissions in higher education; and (10) compensatory educational opportunity. (HS)

ED 077 334 HE 004 053

Amele, Martha Jones, Griffith
Opinions and Expectations. 1972 Freshmen Class.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date 73

Note—13p.; Survey Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Higher Education, *Student Attitudes, *Student Characteristics, *Student Opinion, Surveys

Approximately 1,250 entering freshmen at the State University of New York, Buffalo completed a self-report form called the Inventory of Opinions and Expectations. It was found that 88% of the sample were public high school graduates, that they felt their high school courses had been interesting, that their parents strongly encouraged them to attend college, and while in high school, they worked largely on written exer-

cises on which they spent 5 to 10 hours a week. Outcomes of a college education believed important by the students were: (1) background and specialization for further education in some professional, scientific, or other scholarly field; (2) personal development; and (3) vocational preparation. While in college, the students expected to have difficulty with areas such as finances, choice of vocation, choice of major, and trying to find a personal identity. (HS)

ED 077 335 HE 004 054
Program Information and Application Procedures
Fund for the Improvement of Postsecondary
Education.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 15 Feb 73

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Improvement, *Educational Opportunities, *Federal Aid, *Grants, *Higher Education, Postsecondary Education, Tuition Grants

The Fund for the Improvement of Postsecondary Education has as its main objective to improve postsecondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations. Grants and contracts may be awarded by the Fund for one of 8 purposes: (1) encouraging the reform, innovation, and improvement of postsecondary education, and providing equal educational opportunity for all; (2) the creation of institutions and programs involving new paths to career and professional training and new combinations of academic and experimental learning; (3) the establishment of institutions and programs based on the technology of communications; (4) the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes; (5) the design and introduction of cost-effective methods of instruction and operation; (6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual trends; (7) the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and (8) the creation of new institutions and programs for examining and awarding credentials to individuals. (HS)

ED 077 336 HE 004 055
Chapin, June R.

Interacting Patterns of Computer Support and
Usage. Final Report.

College of Notre Dame, Belmont, Calif.

Pub Date 15 Jun 71

Grant—GJ-977

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, *Computers, Computer Science, *Doctoral Programs, Educational Innovation, *Federal Aid, *Higher Education, Private Colleges

This document investigates the interacting patterns of computer support and usage. Data were obtained from an inventory of computers in American higher education, 1967. The data indicated that the overall national picture masks the great variation among institutions of higher education. Four of the 21 findings were the following: (1) In fiscal year (FY) 1967 private institutions received a higher percentage of federal funds than public institutions in their region; (2) Private doctoral institutions in nine regions received significantly more federal funds in FY 1967 as compared to the national average; (3) There is considerable variation among regions in state support for public institutions' computer centers; and (4) Wide variations exist between regions and public and private institutions in the percentage of value of computer services in student course by academic area. (Author/MJM)

ED 077 337 HE 004 056

The Stanford Woman in 1972.

Committee on the Education and Employment of
Women, Stanford Univ., Calif.

Pub Date Nov 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, College Environment, *College Students, *Educational

Guidance, Equal Education, *Higher Education, *Occupational Aspiration, Research, Research Projects, *Sex Discrimination, Womens Education

Identifiers—*Stanford University

This report, developed by the Committee on the Education and Employment of Women in the University, presents the results of a survey of Stanford seniors and makes recommendations on how the university can end discrimination and provide more opportunities for women. Data were the result of a survey of 280 graduating seniors. The survey was designed to find out what fields Stanford undergraduates choose for their studies and future jobs, and how the University environment influences their choice. The report considers the educational and occupational plans of men and women undergraduates in 1972 and in 1965, the sex role expectations and the Stanford environment, and the effects of academic and occupation counseling at Stanford. The Committee's recommendations are summarized at the end of the report. The appendix includes the questionnaire and a discussion of research procedures. (Author/MJM)

ED 077 338 HE 004 057

Ciampa, Bartholomew J.

College Attrition: A Cause Appraisal Technique.

Nasson Coll., Springvale, Maine.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Disqualification, Dropout Attitudes, *Dropout Rate, *Higher Education, Questionnaires, Research, Research Projects, *Student Attitudes, *Transfers, Withdrawal

This report describes a unique institutional approach to study the causes of student attrition recently completed at Nasson College, Maine. The population of the study included all students who had been enrolled during the preceding seven semesters and who subsequently withdrew or were dismissed for academic reasons. A questionnaire survey technique was employed with items designed to elicit responses in the areas of student personnel services, admissions effectiveness, and curriculum and instruction. The instrument was designed to identify the reasons which could contribute to a student's decision to withdraw; it was also intended to identify the college's assets from a student's perspective so that these strengths could be enhanced. Results indicated the attrition rate of Nasson College was found to be somewhat higher than similar types of 4-year institutions included in a national sample. The technique and instruments described in this study can, with minor adjustments, be broadly applied to institutions of higher learning that consider student attrition to be an actual or potential problem source. Related material and the survey instrument are included. (MJM)

ED 077 339 HE 004 058

Biggs, Donald A. Barnhart, William J.

Urban Citizens and Their Satisfaction with a
University.

Minnesota Univ., Minneapolis. Office for Student
Affairs.

Report No.—Research Bulletin; V 13, N 2

Pub Date 17 Nov 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *College Environment, Community Attitudes, Community Cooperation, *Community Relations, *Community Surveys, *Higher Education, Public Opinion, Research, Research Projects, *School Community Cooperation, Urban Population

Identifiers—Minneapolis, St. Paul, *University of
Minnesota

This study looks at the relationships between a number of personal and social characteristics of a random sample of 254 citizens from the Twin Cities and their satisfaction with a university. Participants were administered a questionnaire, the survey instrument. Results indicated most of the urban citizens had considerable University-related experiences, and they believed that faculty and students are sincere and hardworking. Most were satisfied with different facets of university life, endorsed the broad principle of campus freedom of expression, but were generally opposed to the goals of students when they used more active methods of dissent. Citizens' satisfaction with the university was heavily related to their perception

of campus life as it related to the ideological criteria of work ethic and Americanism. A 5-item bibliography is included. (Author/MJM)

ED 077 340 HE 004 059

Chance, C. William

Academic Tenure in Washington Higher Education.

Washington State Council on Higher Education,
Olympia, Washington.

Pub Date Jun 72

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Faculty, *Educational Policy, *Higher Education, Post Secondary Education, Professors, School Policy, Status, *Teacher Welfare, *Tenure

Identifiers—*Washington

This report examines academic tenure in American higher education and reviews arguments associated with its particular aspects. It describes the extent of tenure in Washington institutions, public and private, 2-year and 4-year, and it summarizes and discusses the tenure policies and procedures in these institutions. In the final section, a series of conclusions and recommendations is presented. A content summary is presented under separate cover. (Author/MJM)

ED 077 341 HE 004 060

A Report on the Graduate Education Needs in the
Spokane Area to the Council on Higher Education.

Washington State Council on Higher Education,
Olympia, Washington.

Pub Date Sep 71

Note—95p.; Report prepared by Heald, Hobson
& Associates

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Objectives, *Educational Research, *Graduate Study, *Higher Education, Post Secondary Education

Identifiers—*Spokane, Washington

This document comprises a report designed to analyze graduate educational needs in the greater Spokane area. Emphasis was on four broad categories: education, government, business and public affairs. The first chapter describes the characteristics of the Spokane area, the second examines graduate education needs directly, and the third contains the conclusions of the report. Various supportive data are presented in the accompanying appendices. These include a private institution degree inventory and enrollment figures by degree programs, a listing of persons contacted during the study, and construction cost figures for a medical school. A synopsis of graduate needs in the Spokane area is under separate cover. (Author/MJM)

ED 077 342 HE 004 062

The Role of Institutionally-Appointed Campus
Professional Religious Leadership.

Association of American Colleges, Washington,
D.C.

Pub Date [72]

Note—8p.

Available from—Association of American Colleges, 1818 R. Street, N.W., Washington, D.C.
20009 (\$0.50 for single copies)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Clergymen, *Higher Education, *Religious Agencies, *Religious Education

Identifiers—*College Chaplains, University
Chaplains

The university or college chaplain performs a complex role, moving in the arenas of decision-making, piercing the fronts of factionalism and misuses of knowledge and power, serving as a reconciling and healing influence in the institution, and revealing, through symbol and ritual, the moral and spiritual resources of the religious traditions. In order to perform this role, he must maintain a theological openness, a critical distance, compassionate and empathetic concern and a profound sense of the limitations of his own wisdom and authority. The chaplain must be both involved and detached. This job is possible only with the full support of both the academic and religious communities. The campus minister is in the university but in some ways not entirely of it; in some ways of the religious institution but not in it. The chaplain will be fulfilling his role when he can live and work effectively in this tension. (Author)

ED 077 343 HE 004 063

Garrard, Judith Weber, R. G.

Similarities and Differences Between Three and Four Year Medical School Graduates.

Minnesota Univ., Minneapolis. Medical School.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Occupations Education, *Higher Education, *Manpower Needs, *Medical Education, Physicians, Program Evaluation, *Special Degree Programs

Identifiers—*Time Shortened Degree Programs, University of Minnesota Medical School

In fall 1969, the University of Minnesota Medical School implemented a new curriculum and the option for students of graduation in either 3 or 4 years as an experiment designed to decrease the shortage of practicing physicians. The purpose of this paper is to describe similarities and differences between 3 and 4 year graduates. The results of the study suggest that there are essentially no differences between 3 and 4 year students in entrance scores, demographic data, academic performance during the first 2 years of medical school, or scores on a nationally standardized basic sciences certification examination. There may be a tendency for the 2 groups to differ on clinical competence or knowledge of clinical sciences; however, other factors exist that could explain these findings. (Author/HS)

ED 077 344 HE 004 064

Holden, Richard R.

An Estimate of Construction Needs of Higher Education by 1980.

Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date Aug 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Construction Costs, *Construction Needs, *Educational Facilities, Educational Planning, *Facility Expansion, *Facility Requirements, Facility Utilization Research, *Higher Education, Planning (Facilities)

If American institutions of higher education are to open their doors to a full-time equivalent enrollment of 10.3 million in the fall of 1980 as projected in this study, over 2.3 billion gross square feet of space will be required. This means that 773 million square feet need to be added to the 1970 inventory of 1.6 billion. However, a qualitative analysis of the current inventory shows that only 85.9 percent of the present space is in satisfactory condition. Nearly 5% needs immediate replacement and 9.3 % requires extensive rehabilitation. In other words, construction of 773 million square feet to accommodate projected new students must be augmented with construction of 77 million square feet to replace space to be razed and another 149 million square feet requires rehabilitation. At 1969-70 costs, new and replacement space is estimated to cost \$30.8 billion plus \$2.3 billion for rehabilitation. (Author/HS)

ED 077 345 HE 004 066

Schon, Mathias J., III Weakley, Wanda P.

Degrees Conferred Virginia Public and Private Institutions of Higher Education, 1971-72.

Virginia State Council of Higher Education, Richmond.

Pub Date Nov 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, *Bachelors Degrees, College Graduates, *Degrees (Titles), *Doctoral Degrees, *Higher Education, *Masters Degrees

Identifiers—*Virginia

This document presents a report of associate, bachelor's, master's, and doctoral degrees conferred by colleges and universities in Virginia between July 1, 1971 and June 30, 1972. In summary, the number of bachelor's and advanced degrees conferred by all Virginia accredited institutions of higher education totalled 20,576. Of this total, the state-controlled institutions conferred 76.5% (15,740) and the privately controlled institutions conferred 23.5% (4,836). Of

the 20,576 bachelor's degrees and advanced degrees conferred by all Virginia accredited institutions, bachelor's degrees accounted for 15,767, first professional degrees 890, master's degrees 3,588 and doctor's degrees 331. (Author/HS)

ED 077 346 HE 004 103

Campus Statistics: Fall Quarter 1972 and Year 1971-1972.

California Univ., Berkeley. Office of Institutional Research.

Pub Date Mar 73

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Enrollment, *Higher Education, *Institutional Research, School Statistics, Staff Utilization, *Statistical Data, *Units of Study (Subject Fields)

Identifiers—*University of California (Berkeley)

This document presents the campus statistics of the University of California, Berkeley, for the fall quarter 1972 and the year 1971-72. Statistics for fall 1972 include campus enrollment, continuing and returning students, fulltime, and parttime students, undergraduate and graduate students by department, home locality at time of admission, students in the education abroad program, sources of new undergraduate students by type of transfer institution, age of students, ethnic identity of students, instructional staff in teaching departments, and university extension. (MJM)

ED 077 347 HE 004 104

Lewis, Joan A. Sedlacek, William E.

A Profile of University of Maryland, College Park, Freshmen, 1972-73.

Maryland Univ., College Park. Counseling Center.

Report No—RR-1-73

Pub Date 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, College Students, *Higher Education, Student Attitudes, *Student Characteristics, *Student Opinion, *Surveys

Identifiers—College Park, *University of Maryland

This document presents a profile of the 4,806 new freshmen entering the College Park campus of the University of Maryland in fall 1972. They had mean SAT scores of approximately 493 Verbal and 531 Math and more than half ranked in the top 25% of their high school graduating classes. About 10% were black, 1% Oriental, 1% Spanish surname and 1% native American. Freshmen tended to live with parents or relatives (48%), in residence halls (35%), or in an apartment or house not with relatives (11%). Freshmen considered friendliness and independence to be their outstanding characteristics. They felt that a college degree was the only way they could enter a particular job or graduate or professional school. Only 11% felt that intercollegiate athletics should be deemphasized, but 46% were against a mandatory athletic fee. Freshmen favored a university sponsored day-care facility, and they felt the issues of the 1972 election year were ecology and pollution, the Vietnam war, racism and poverty. Students expected many exam items to be unrelated to coursework, and listed small group study as their preferred learning experience. (HS)

ED 077 348 HE 004 133

Halls, W. D.

International Equivalences in Access to Higher Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—135p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75 Paris-7 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Cross Cultural Training, *Foreign Countries, *Higher Education, *International Education, Secondary Education

Identifiers—Argentina, Cameroon, Czechoslovakia, France, Philippines, Union of Soviet Socialist Republics, United Kingdom, United States

This study of upper secondary education and the procedures of access to higher education is

based on research in eight selected countries: Argentina, Cameroon, Czechoslovakia, France, Philippines, Union of Soviet Socialist Republics, United Kingdom and the United States of America. The project was designed to be a comparative study of the aims and content of the programs and syllabuses of the upper secondary schools preparing for higher education in the countries designated. The rationale was to establish whether there might be pedagogical comparability and acceptability among the eight countries. Possibilities of quantification and proposed methodology are suggested. Six key subjects of the normal secondary curriculum were selected for study: the mother language, the first modern language, mathematics, physics, chemistry and biology. Case studies in physics, mathematics, chemistry and the mother tongue are presented. (MJM)

ED 077 349 HE 004 134

Lichtenstein, Pauline Politi, Anne

Characteristics of 1971 and 1972 Hofstra Freshmen.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No—R-104

Pub Date Mar 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Students, *Higher Education, Questionnaires, Research, Research Projects, *Student Attitudes, *Student Characteristics

Identifiers—*Hofstra University

This report summarizes the characteristics of 1971 and 1972 Hofstra freshmen as determined by the American Council of Education survey of freshmen. Responses to almost all of the questionnaire items are summarized in tabular form. In the tables, comparative data are also presented for the 110 freshmen at New College. In addition, comparative data are presented for about 87,000 freshmen tested in about 190 four-year colleges throughout the United States. (Author/MJM)

ED 077 350 HE 004 135

Hull, W. Frank, IV

Colloquy: A Student-Initiated Reform in Higher Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No—R-3

Pub Date Feb 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Educational Change, *Higher Education, Open Education, *Progressive Education, Student Needs

Identifiers—*Pennsylvania State University, Student Initiated Change

Following initial unsuccessful attempts, the first "Colloquy" program, a student-initiated attempt to reform higher education, was established at the University Park Campus of the Pennsylvania State University. The program was based on (a) nationally known figures addressing a large gathering; (b) nineteen panels involving a total of between 47 and 50 panelists outside the University and 30 to 40 panelists from within the University; and (c) movies, dramatic presentations and other media techniques used throughout the weekend. The success of this experience led to a second program held during the summer term. Based on these two successful experiences, a third "Colloquy" program in 1969 was organized. This experience was a successful unstructured educational experience offering student and faculty avenues of communication. (MJM)

ED 077 351 HE 004 136

Brooks, Glenwood C., Jr.

A Non-Technical Summary of Cultural Study Center Research 1969-1972.

Maryland Univ., College Park. Cultural Study Center.

Report No—RR-5-73

Pub Date Dec 72

Note—11p.; Remarks presented to the Chancellor's Commission of Minority Students, University of Maryland (December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demography, Dropout Rate, Educational Change, *Higher Education, *Negro Students, Racial Discrimination, Research, Research Projects, *Student Attitudes, Transfers, *Vocational Interests

Identifiers—University of Maryland

This report presents a nontechnical summary of research conducted by the Cultural Study Center, University of Maryland, 1969-72. The study areas all centered on the black student, include attrition, admissions, demographic and attitudinal variables, vocational interests, and the University Racial Census. Recommendations based on Center studies are suggested. (MJM)

ED 077 352 HE 004 139

Millett, John D.

Government in the American University.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date 8 Apr 69

Note—27p.; Paper presented to the Center for the Study of Higher Education, University of Toledo (April 8, 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Educational Objectives, *Governance, *Higher Education, *Organizational Development, *Power Structure, *University Administration

This document reviews the concept of government within the university structure. Three phases of university government are discussed. The first section concerns the distribution of power within the university. Power competition among (a) trustees and administrators, (b) faculty, and (c) students is reviewed. The second section looks closely at the end purposes of this struggle for power and the objectives of administration within a university. The third section indicates factors necessary to provide a working framework of government within the university. The factors involve purpose, organization of decisionmaking, administration and financing. (MJM)

ED 077 353 HE 004 141

Anderson, G. Lester Ikenberry, Stanley O.

The Changing College Curriculum—Issues and Implications. Instructional Systems in Higher Education—Specifications for Individualization.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jan 70

Note—30p.; Report No. 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Role, *Curriculum Development, *Educational Change, *Higher Education, *Individualized Instruction, *Instructional Systems, Student Needs

This report presents two papers concerning issues and implications of the changing college curriculum and specifications for individualization of instructional systems in higher education. The first paper stresses the need for leadership exercised in obtaining the commitment to values. This can occur only when processes of orderly implementation of change or reform are present and adequately administered. The second paper lists ten specifications for individualized instruction based on a review of negative characteristics of the conventional instructional system. The negative characteristics of instructional systems include the emphasis on time restriction, normative rather than criterion based curriculum, the symbolism of process, the concern for a manpower screen rather than manpower development systems, evaluation consciousness, and student adaptation made by the individual rather than by the system. (MJM)

ED 077 354 HE 004 142

Rauh, Morton A.

Student Financial Aid at Private Colleges.

Great Lakes Colleges Association, Ann Arbor, Mich.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 72

Note—82p.

Available from—The Great Lakes Colleges Association, 555 E. William Street, Ann Arbor, Michigan 48108 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Educational Finance, *Financial Needs, Financial Policy, *Financial Services, *Higher Education, *Private Colleges, Private Financial Support, Student Loan Programs, Student Needs

This study investigates how the financial viability of the private college might be strengthened through a change in financial assistance programs. The first part deals with existing practices. The financial background against which student assistance programs must be viewed, the "mar-

ket" in terms of admission and experience, and the existing financial aid patterns of member colleges are discussed. The second part deals with directions of change. In the third part, a number of consortial activities related to financial assistance are considered. Finally, a fourth section deals with topics related to productivity and educational costs. (MJM)

ED 077 355 HE 004 143

Toombs, William Millman, Stephen D.

Pennsylvania's "State-Owned" Institutions: Some Dimensions of Degree Output.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Feb 73

Note—51p.; Report No. 20

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational History, Educational Objectives, Educational Planning, *Higher Education, Program Effectiveness, State Schools, *State Universities Identifiers—Pennsylvania

This discussion treats the state-owned institutions of Pennsylvania as an educational system. Justification for such a view is traced in the historical roots, legal and functional development, and current mission of these institutions. To assess the effectiveness of this system, enrollment patterns and degree output are examined, first in comparison with state and national patterns, then as a ratio that is a measure of efficiency. Taken together, these indexes emphasize the strength of these institutions and point toward the next step in their development. (Author)

ED 077 356 HE 004 144

Peterson, Marvin W.

Some Organizational Implications of a Management Information System. Occasional Papers.

Michigan Univ., Ann Arbor. Center for the Study of Higher Education.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Management Information Systems, *Management Systems, *Organization, Organizational Change, Program Descriptions, *Systems Development

This discussion identifies some of the social and organizational issues which will affect the design and implementation of a university management information system (MIS). Implications are discussed which affect both the data collection, and analysis and reporting segments of the MIS process. The analysis points out the extent to which an MIS design needs to consider the nature of the university in which it is placed, and some of the critical problems for implementing and gaining acceptance and utilization of MIS. Some of the difficult issues and organizational questions with which a university's executive officers and the MIS director must struggle to implement an effective total management information system are discussed. A 26-item bibliography is included. (MJM)

ED 077 357 HE 004 152

Pemberton, Carol

Academic Growth in Social Science, Humanities and Natural Science in Various Curriculum Groups.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date 19 Sep 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Tests, *Area Studies, *College Students, Curriculum, *Higher Education, Humanities, Natural Sciences, Research, Research Projects, Social Sciences

Identifiers—*University of Delaware

Using SAT scores as a means of controlling for student input, three different statistical methods were used to estimate the relative productivity of various curriculum groups. Subjects were 873 University of Delaware seniors for whom both SAT scores and UP (Undergraduate Program) Area Test scores were available. The Area Test scores administered toward the end of the senior year were used as the criteria of achievement in social science, humanities and natural science.

This study shows that knowledge in these three principal areas of academic learning is, at least in part, dependent on the characteristics of the curriculum in which a student is enrolled. (Author/MJM)

ED 077 358 HE 004 153

Fidler, Paul P. Still, Julianne

Comparison of Freshmen Attitudes on Controversial Issues.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No.—Res-Note-13-73

Pub Date 2 Apr 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Consumer Economics, *Higher Education, *Questionnaires, Research, Research Projects, *Social Problems, *Student Attitudes, Universities Identifiers—University of South Carolina

During the summer and fall orientation of 1972, a questionnaire prepared by the American Council on Education was administered to incoming freshmen at the University of South Carolina (USC) and 527 other institutions of higher education. The resulting summary data on entering freshmen included information on the entering freshmen at USC and weighted normative data based on questionnaire results from the 42 participating universities. The report focuses on five controversial issues: legalization of marijuana, increased earning power resulting from a college education, the role of the Federal government in protecting the consumer, abolishment of capital punishment, and equal salary and opportunity rights for men and women. The first part of the report compares USC student responses to the national university norms. The second section compares the responses of USC males and females. Conclusions are indicated. (Author/MJM)

ED 077 359 HE 004 154

Patterson, Lewis D.

1973 Consortium Directory.

American Association for Higher Education, Washington, D.C.

Pub Date 73

Note—44p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Organization, *Consortia, *Cooperative Planning, *Cooperative Programs, Directories, *Higher Education, Management, Resources

This document lists the names, addresses, telephone numbers, chief administrative officers and 797 members of 80 consortia in higher education reported to meet five criteria. Each consortium: is a voluntary, formal organization, has three or more member institutions, has multiacademic programs, is administered by at least one full-time professional, and has a required annual contribution or other tangible evidence of long-term commitment of member institutions. Also included in narrative form is a brief description of each consortia's history, purposes, programs, staffing, governance and funding. (Author/MJM)

ED 077 360 HE 004 155

Balderston, F. E. Radner, Roy

Academic Demand for New Ph.D.'s 1970-90: Its Sensitivity to Alternative Policies.

California Univ., Berkeley. Office of the Vice President - Planning and Analysis.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Paper-P-26

Pub Date Dec 71

Note—70p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Educational Needs, Educational Policy, *Higher Education, *Student Teacher Ratio, *Teacher Supply and Demand

This paper investigates the plausibility of various projections of academic demand for doctorates over the next two decades. Contributions to this demand by different sectors of higher education are examined and policy implications rele-

vant for various decisionmakers involved in higher education are suggested. A data source bibliography used in calculating student faculty ratios is included. (MJM)

ED 077 361 HE 004 156

Johnston, James Kay
Criteria and Guidelines for the Establishment and Implementation of Associate Degree Programs in Four-Year Institutions.

Pub Date 6 Apr 72
Note—157p.; Doctoral dissertation, University of New Mexico

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 73-1550, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Associate Degrees, *College Programs, Colleges, *Degrees (Titles), Educational Innovation, *Higher Education, *Program Planning, Student Needs

This study determines criteria for the establishment of associate degree programs in 4-year institutions and gathers information that would serve as guidelines to administrators in the implementation of such programs. Information was obtained through a review of the literature, a catalog or bulletin analysis, and a questionnaire sent to directors of associate degree programs in 4-year institutions that were members of the National Association of State Universities and Land Grant Colleges. The study supported the 3 original criteria selected as important in establishing associate degree programs, (1) that such programs are established in 4-year institutions on the basis of the existence of a 4-year program comparable or related to the proposed 2-year program, (2) the nonavailability of similar program in a community junior college nearby, and (3) the established need for graduates of the associate degree program. (Author/MJM)

ED 077 362 HE 004 157

Atkinson, Rene G. And Others
A College and Its Community: A Survey.

Frostburg State Coll., Md.
Pub Date May 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, *Community Surveys, *Higher Education, Public Opinion, *Public Relations, *School Community Relationship, Surveys

Identifiers—*Frostburg State College

The Survey of Community Attitudes and Perceptions (SCAP) was conducted to determine some estimate of how Frostburg State College is perceived by its local community; how people learn about the college, its offerings, and its programs; what people know about the college factually; where do they think the college is headed in terms of growth and expansion; and what impact do they feel the college has on the community. Newspapers and friends and acquaintances emerged as the 2 major sources of knowledge regarding the college. It was found that length of residence in the area is associated with positiveness or negativity of opinions perceived about the college. Respondents tended to underestimate size to a significant degree. A majority of respondents (69%) indicated that they believed the college had grown rapidly in recent years and 57% expressed the desire that growth be more moderate. Most respondents (60%) who indicated that they attend cultural-educational events do so in the local area, and 53% indicated that they attend events at the college. Seventy-one of the respondents reported daily or weekly contact with college students and 60% of all respondents selected very positive descriptors in defining the typical Frostburg State College student. (HS)

ED 077 363 HE 004 158

Projection: Educational and Training Requirements of the Kansas Economy to 1985.

Kansas State Master Planning Commission, Topeka.

Pub Date Aug 71
Note—64p.; Planning Report Number 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Factors, *Educational Needs, *Higher Education, Labor Economics, *Labor Force, Labor Market, Labor Supply, *Manpower Needs, Manpower Utilization, Research

This planning report summarizes the results of the Kansas Master Planning Commission analysis of the labor force requirements of Kansas to 1985. The study objectives were analyzed in terms of demography, geographic, and economic considerations. Accumulative and annual labor force requirements were analyzed in terms of region, occupational group, sex, year, and Educational and Training Preparation Groups (ETPG). A large amount of data generated by the manpower study indicated six major factors and corresponding conclusions pertinent to educational master planning. These factors include manpower demand, age composition, women in the labor force, labor force distribution, occupational distribution, and job preparation requirements. The appendix includes annual job openings classified by education and training, occupational group, and region of Kansas 1940-1985. (MJM)

ED 077 364 HE 004 159

Morishima, James K. And Others
Acceptability of Non-Traditional Grading: Views of College and University Admission Officers and Prospective Employers.

Washington Univ., Seattle. Office of Institutional Educational Research.

Report No.—IER-161-2

Pub Date 12 Dec 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Academic Records, *Admissions Counselors, Educational Innovation, *Employer Attitudes, Evaluation, *Grading, *Higher Education, Research, Research Projects

This detailed report presents the results of a study of the evaluation of traditional and several types of nontraditional grading systems. Questionnaires were distributed to a sample of admission and employment officers describing various grading systems. Responses were received from 44% of the graduate departments, from 76% of the undergraduate institutions, and from 20% of the employers. The respondents indicated the relative acceptability of the systems to their own institutions and organizations. In addition, information was obtained on the kinds of supplementary record desired, and on how academic records were handled. Results are recorded in tabular and discussion form. (Author/MJM)

ED 077 365 HE 004 160

Hackensmith, Charles William
Ohio Valley Higher Education in the Nineteenth Century.

Kentucky Univ., Lexington. Bureau of School Service.

Pub Date Mar 73

Note—136p.

Available from—Bureau of School Service Bulletin, University of Kentucky, Lexington, Kentucky 40506 (\$1.00)

Journal Cit—Bureau of School Service Bulletin: v45 n3 p1-135 Mar 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Church Related Colleges, *Educational History, *Higher Education, *Historical Reviews, *Leadership, *Universities

The history of higher education in the Ohio Valley in the 19th century is reviewed in light of leadership and dogma, theology, and religious bickering. Emphasis is placed on Washington and Jefferson College, Transylvania University, denominational colleges in Kentucky, Miami University, and Ohio University. An extensive bibliography is included. (MJM)

ED 077 366 HE 004 161

Bureau of Higher Education: Summary of Program Information Through Fiscal Year 1972.

Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date Mar 73

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, Educational Economics, *Educational Finance, Expenditures, Federal Aid, *Fiscal Capacity, *Higher Education, *Performance Criteria, *Program Budgeting

Identifiers—*Bureau of Higher Education

This document summarizes the Bureau of Higher Education program information through 1972. Part one discusses the fiscal year 1972 and 1973 funding levels for the divisions of student assistance, insured loans, academic facilities,

university programs and college support. Educational amendments of 1972 are also included. Part two reviews the program funding and performance measures for each division. Part three indicates the obligation of funds by state and fiscal year (1959-1972) [Reproduced from best available copy.] (MJM)

ED 077 367 HE 004 163

Peters, Dianne S.
Faculty Views of Curriculum and Instruction: A Research Report.

Texas Tech Univ., Lubbock. Inst. for the Improvement of Undergraduate Education.

Pub Date Sep 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Curriculum, *Higher Education, *Instructional Design, Professors, *Teacher Attitudes, Teacher Characteristics

The purpose of this investigation was to ascertain attitudes of university faculty toward curriculum and instructional techniques, and to discover the patterns of interrelationships between such attitudinal patterns. In general, the findings indicate that those faculty who tend to hold traditional and/or structured attitudes toward curriculum, who tend to use formal instructional techniques, and who exhibit a formal, nominal, and thing-oriented language pattern are usually from the Natural Sciences. By contrast, those faculty whose views of curriculum are nontraditional and/or nonstructured, whose instructional techniques tend toward the informal, and whose language pattern tends toward informality, verbality, and people-orientation are also from the same groups—Social Sciences and Humanities. The implications of this research suggest that the interrelationship between the faculty's working environment and their attitudes toward curriculum and instruction, which do differ by academic area, must be considered when a university plans for its future. The findings also suggest that administrative personnel practices should focus more on the concept of equitability than on equality in curricular determinations, in evaluating teaching effectiveness, and in student-faculty relationships. (Author/HS)

ED 077 368 HE 004 164

Clarke, Neil W. J.

Population Analysis and Projections for Alberta Post-Secondary Education. Enrollment Potential. Master Planning Monograph No. 4.

Alberta Colleges Commission, Edmonton.

Pub Date Sep 71

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Continuation Education, Demography, *Enrollment Projections, Enrollment Rate, *Enrollment Trends, *Geographic Distribution, Higher Education, *Post Secondary Education, Research, Research Projects, *School Demography, Statistical Data

Identifiers—*Alberta, Canada

This report provides an analysis of the Alberta, Canada population on both a regional and provincial basis, and develops enrollment projections for the provincial system of nonuniversity post-secondary and continuing education. The projections were developed using a pool method of projection whereby the pool of potential students was determined by subtracting projected first and second year university enrollments from the total number of grade twelve students qualified for the first two years of postsecondary education. The pool was enlarged by adding potential adult students drawn from older age groups. A 28-item bibliography and appendices of statistical data are included. (Author/MJM)

ED 077 369 HE 004 166

Elder, Owen C., Jr.

The Missions and Administration of the 1980 University Medical Center in the United States.

Pub Date Dec 71

Note—90p.; Doctoral Dissertation, Florida State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor Michigan 48103 (Order No. 72-18-614, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Educational Objectives, *Health Facilities, *Health Personnel, *Health Services, *Higher Education, Medical Education, Universities

The purpose of this study was to obtain the expert opinion of university medical center administrators throughout the United States as to (1) the missions most important to the university medical center of 1980, and (2) the administrative elements which would be necessary to carry out the missions. Two questionnaires were administered to the United States membership of the Association for Academic Health Centers. Seventy-seven percent completed the first questionnaire, concerning missions, and 73% completed the second concerning the administrative elements necessary to carry out the missions. Eleven missions and 20 administrative elements were agreed upon as important by the respondents. This could be utilized as a model for planning and development in individual institutions if adapted to the unique characteristics of each institution and its service area. (Author/MJM)

ED 077 370 HE 004 167
Pay-As-You-Earn: Summary Report and Recommendations. Ford Foundation Studies in Income Contingent Loans for Higher Education.
 Ford Foundation, New York, N.Y.
 Pub Date Sep 72
 Note—18p.
 Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, Federal Programs, *Financial Needs, Financial Support, *Higher Education, Research, Research Projects, *Student Loan Programs

The summary report and recommendations of the Ford Foundation studies in income contingent loans for higher education are presented. Recommendations regarding the pay-as-you-earn concept concern the role of credit in financing higher education; the search for more manageable debt; capitalizing a loan plan; institutional loan plans; short-term recommendations; and a national policy for student loans; long-term recommendations. A 26-item bibliography is included. (MJM)

ED 077 371 HE 004 168
Facts About: College Mental Health.
 National Inst. of Mental Health, Rockville, Md.
 Pub Date 72
 Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0257; \$0.15; \$10 per 100)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Counseling Centers, Counseling Effectiveness, *Higher Education, *Mental Health, *Mental Health Programs, Mental Illness, Student Needs

Facts about college mental health are presented in response to frequently asked questions. Areas of concern include common conditions interfering with student effectiveness, why students seek help and where they can get it, the frequency of severe mental illness in college students, the suicide problem, the limitations of nonprofessional help, the concept of dependency and counseling, methods of counseling used in a college setting, the relationship of violence to mental illness, availability of mental health services, the role of the college psychiatrist, and the ratio of mental health services on college campuses. A 9-item bibliography is included. (MJM)

ED 077 372 HE 004 169
Ferm, Lois Roughan
Student Characteristics and Environments for Learning in Wesleyan Colleges.

Pub Date Jun 72
 Note—270p.; Reprint; Doctoral Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 72-27,837, MF \$4.00, Xerography \$10.00)

Journal Cit—Dissertation Abstracts International; v33 n5 1972

Document Not Available from EDRS.

Descriptors—Bibliographies, *College Environment, *College Students, *Higher Education, *Learning Experience, Research, Research Projects, *Student Characteristics

Identifiers—*Wesleyan Colleges
 This investigation probed characteristics of students attending nine Wesleyan colleges (five

liberal arts and four Bible). Characteristics of collegiate learning environments were also explored to see how well-suited these were to the students served. Following a review of more than 200 articles, books and evaluative instruments, a 6-page questionnaire was developed and administered to 1,225 freshmen and senior students. This chiefly inventoried students' personal backgrounds, college goals and activities, beliefs and attitudes, and evaluations of college experiences. Seniors completed the Pace-Stern College Characteristics Index (CCI). Approximately 78 percent of the freshmen filled out the questionnaire while 82 percent of seniors completed the questionnaire and CCI. Six findings are indicated and five conclusions and recommendations are listed. An extensive bibliography is included. (Author/MJM)

ED 077 373 HE 004 170
Improvements Needed in Administration of the Guaranteed Student Loan Program.

General Accounting Office, Washington, D.C.
 Pub Date 30 Mar 73
 Note—38p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W. Washington, D.C. 20548 (B-164031(1), \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Federal Programs, *Financial Needs, Higher Education, *Program Administration, *Student Costs, *Student Loan Programs

This report identifies improvements needed in administration of the guaranteed student loan program. Improvements needed are based on the fact that lenders are not informed when student borrowers drop out of school. Alternatives for providing lenders with timely information on enrollment terminations are indicated. Additional administrative problems discussed induce ineffective collection efforts, improper handling of collections on defaulted student loans, and errors in lenders' billing. Conclusions and recommendations are suggested. Appendices include statistical data. (MJM)

ED 077 374 HE 004 171
Sagen, H. Bradley And Others
New Approaches to Undergraduate Education.
 American Association for Higher Education, Washington, D.C.
 Pub Date Oct 72

Note—28p.; Background papers prepared for the eight regional conferences sponsored by the Midwest Regional Council of the American Association for Higher Education, October 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Conference Reports, *Curriculum Development, *Degree Requirements, Educational Improvement, *Higher Education, *Student Centered Curriculum, Student Needs, Teaching Quality

This document presents background papers prepared for the eight regional conferences sponsored by the Midwest Regional Council of the American Association for Higher Education. Following an introductory paper concerning new approaches to undergraduate education, each paper examines a new approach. The approaches reviewed include time-shortened degrees, non-traditional study, developmental curriculum, self-selected and student designed curricula, education for new careers, contemporary courses and programs, evaluation and grading student performance, educational improvements within fiscal limits, and developing faculty competence. Availability of an extensive bibliography is indicated. (MJM)

ED 077 375 HE 004 172
Khatel, Maranell
Secondary School Attitudes Toward Memphis State University. Research Report.

Memphis State Univ., Tenn.

Pub Date [73]

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Choice, Higher Education, *High School Students, *Secondary School Teachers, *Student Attitudes, *Teacher Attitudes

Identifiers—*Memphis State University

The purpose of this study was to determine the specific attitudes of secondary school juniors, seniors, teachers, and counselors toward Memphis State University (MSU) and toward particular aspects of the University as well as to discover

who or what influenced those attitudes. In addition, differences in attitudes among the various groups were sought. The faculty, 81.04% of whom had attended MSU, listed their own experience at the University as most influential in the formation of their attitudes, and students listed friends who had attended MSU as the most influential factor. Secondary school faculty and counselors are most likely to recommend MSU to students who are average in the areas of academics, motivation, and extracurricular activities and are least likely to recommend the University to superior and poor students. Student preferences indicate this same trend in that academically superior and poor students are likely not to choose MSU as the institution in which to continue their education, and average students are likely to make it their first choice. (Author/HS)

ED 077 376 HE 004 173

Nelson, Bernard W.

A Study of the Feasibility of Establishing a College of the Health Sciences at the Claremont Colleges.

Claremont Univ. Center, Calif.
 Spons. Agency—Commonwealth Fund, New York, N.Y.

Pub Date Dec 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Graduate Study, *Higher Education, *Interdisciplinary Approach, *Medical Education, *Professional Education, *Undergraduate Study

Identifiers—Claremont Colleges, *Time Shortened Degree Programs

This study proposes that the Claremont Colleges establish a College of the Health Sciences. This college would admit students following their graduation from high school and grant the M.D. degree in 6 years. The curriculum that is proposed is constructed about a framework of human biology, an interdisciplinary program for the teaching of biology and the social sciences. As the student progresses through the curriculum, he would be exposed to the basic medical sciences through an organ-systems approach to teaching that provides for maximal integration of the disciplines. The curriculum that has been developed insures that adequate time is available for the student to gain a broad liberal education in the arts and humanities. It eliminates the redundancy in the teaching of the sciences fundamental to the education of a physician by avoiding the artificial discontinuity that frequently separates undergraduate premedical education from the early basic science years of medical school. (Author)

ED 077 377 HE 004 174

Petersen, William David

A Study of Incidents having an Impact on the Effectiveness of New and Experienced Presidents of Selected Colleges and Universities in the Midwest.

Note—50p.; Doctoral Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 72-22-270, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrative Problems, Educational Finance, *Educational Problems, Governance, *Higher Education, Manpower Utilization, *Presidents, Universities

The central purpose of this study was to collect and analyze incidents which new and experienced college and university presidents reported as having had an impact on their effectiveness as presidents. The Critical Incident Technique was modified and used both for data collection and analysis. The sample consisted of 26 presidents of 4-year colleges and universities in five Midwestern states. Each president was interviewed in person or by telephone and was asked to report four incidents which he felt had had an impact on his effectiveness as president. Fourteen critical problem categories were organized, they include finance, campus unrest, staffing, governance, controlling, governing boards, public relations, academic general, subordinate ineffectiveness, student relations, planning, organizing, compensation and employee relations. Staffing contained more incidents than any other for new presidents.

and campus unrest the most for experienced presidents. (Author/MJM)

ED 077 378 HE 004 175

Kramer, George T.

Respondents and Non-Respondents Among Florida Twelfth Graders in Reporting Their Post-High School Plans.

Pub Date Dec 72

Note—153p.; Doctoral Dissertation, College of Education, Florida State University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 73-4205, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Aspiration, College Bound Students, *Grade 12, *Higher Education, *High School Graduates, *Post High School Guidance, Research, Research Projects
Identifiers—*Florida

This study investigated and compared equal numbers of respondent and nonrespondent Florida 12th graders to a post-high schools plans questionnaire by selected factors related to these two groups of students. Following introductory material, Chapter II presents a review of the literature and research that is appropriate to questionnaire respondents and questionnaire non-respondents. Chapter III presents the methods and procedures that guided this study. Chapter IV presents and discusses the study findings. Chapter V is the summary chapter, presenting a review of the previous chapters along with conclusions and recommendations that can be derived from the study. Results determined that questionnaire respondents possess characteristics which statistically distinguish them from questionnaire nonrespondents. A 22-item bibliography and appendices of related material are included. (MJM)

ED 077 379 HE 004 176

Cox, Otha P., Jr.

A Comparative Analysis of Self-Perceived Roles of Black and Non-Black Administrators in Predominantly White Institutions of Higher Education.

Pub Date 71

Note—148p.; Reprint; Doctoral Dissertation, Michigan State University
Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 72-8652, MF \$4.00, Xerography *10.00)

Journal Cit—Dissertation Abstracts International; v32 n9 1972

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Role, Bibliographies, *Caucasians, Negroes, *Negro Role, Presidents, Research, Research Projects, Role Theory, *Universities

The purpose of this study was to explore and compare the self-perceived roles of black and nonblack administrators who have comparable institutional affiliation and who hold similar positions in selected predominantly white institutions of higher education. The population for the study consisted of 98 black administrators and 110 nonblack administrators who were selected randomly and stratified according to the positions of vice presidents, deans, associate deans, department or division chairmen, and directors. The participants responded to the data-gathering instrument which contained three scales: (1) biographical data, (2) institution and role data, and (3) a 35-item questionnaire. Nine findings and eight recommendations are indicated. An extensive bibliography and appendices of related material are included. (Author/MJM)

ED 077 380 HE 004 178

Clements, William H.

How Long in the Mill?

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Report No—UW-OIR-339

Pub Date 23 Jun 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *College Graduates, *College Students, *Degree Requirements, *Higher Education, *Program Length, Time Factors (Learning), Transfer Students
Identifiers—*University of Wisconsin (Stevens Point)

This study determines the typical time lapse from matriculation to graduation for recent bachelor's degree graduates, and observes trends and variations in the matriculation-to-graduation period for graduates of different majors and years. Basic data were compiled for all University of Wisconsin-Stevens Point graduates of 1969, 1970, and 1971. Data are arranged to indicate distribution by major, date of entrance, and month of graduation. The period from matriculation to graduation is presented for regular as well as transfer students. (Author/MJM)

ED 077 381 HE 004 179

Clements, William H.

Why They Don't Show in August.

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Report No—UW-OIR-43

Pub Date Apr 73

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *Demography, Enrollment, Enrollment Influences, *Enrollment Projections, *Enrollment Trends, *Higher Education, Questionnaires, Research, Research Projects

Identifiers—*University of Wisconsin (Stevens Point)

This study reexamines admissions policies and procedures at the University of Wisconsin-Stevens Point and determines how to more accurately forecast how many applicants will matriculate. A questionnaire similar to one used in the 1968 study was sent to 1,255 new freshmen for the fall of 1972 who did not appear. From this number, 764 responses were received. Tables listing response results are included. (MJM)

ED 077 382 HE 004 185

Holmstrom, Engin I.

Studies Evaluating NIH Training Grant and Fellowship Programs. Final Report.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No—BSSR-433; NIH-71-1

Pub Date Mar 72

Note—401p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-214 158/8, MF \$1.45, PC \$6.00)

Document Not Available from EDRS.

Descriptors—Biology, Educational Finance, Evaluation, Grants, *Higher Education, *Medical Education, Medical Schools, Medical Students, Nursing, Public Health, Research, Research Projects, Universities

The study describes current utilization of National Institute of Health (NIH) and National Institute of Mental Health (NIMH) graduate training support of institutions, departments, and individuals; it also assesses the impact of possible or actual changes in funding mechanisms. Statistical data show that NIH average contributions vary from 8 to 28% of the total budget of supported departments in medical schools and 3 to 22% of those in graduate schools. Half of all departments in medical schools and 60% in graduate schools have experienced losses in training support since 1968-69. Over a third of all medical school departments and 42% of all graduate departments were notified of reductions for 1971-72; short-term and long-term consequences were identified. The great majority of department heads felt funds had improved the quality of research and training programs. Deans agreed that the training grants and fellowships have also had a major positive impact in many of their school's respective performance. This report also enumerates the influence of NIH and NIMH training support in career choice and patterns of support for biomedical training. (Author)

ED 077 383 HE 004 186

Bailey, Stephen K.

The Limits of Accountability.

Pub Date 8 Feb 73

Note—15p.; Remarks at the Regents Trustees' Conference, Hilton Hotel, New York, New York, February 8, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Educational Accountability, *Educational Economics, *Educational Finance, *Educational Needs, *Higher Education

This discussion, presented at the Regent's Trustees' Conference, February 1973, reviews the limits of accountability in higher education. Managerial efficiency is suggested to assist in eliminating educational and financial waste. This, however, is the secondary concept emphasized. The primary emphasis indicates the legitimacy of the claims that a partially unquantifiable and inherently untidy postsecondary education must routinely make upon educational finance. (Author/MJM)

ED 077 384 HE 004 188

Schell, Robert E.

Orientation Research: Like A Bridge Over Turbid Waters.

State Univ. of New York, Oswego, Coll. at Oswego.

Pub Date 721

Note—16p.; Paper presented at the 1972 National Orientation Directors Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, College Students, Educational Improvement, Educational Planning, *Educational Research, *Higher Education, *Orientation, Planning, *Student Adjustment

In the present paper, the author appears to believe that there is a communication gap between planners for student orientation programs and educational researchers. The difference has traditionally been that orientation planners concentrated their efforts on the framing of questions while the educational researchers focused on the development of a repertoire of techniques for obtaining answers. Since they have not had a satisfactory method of communicating with each other, the planners developed poor tools for answering their valid and relevant questions, while the researchers developed sophisticated methods of answering relatively impractical questions. What is needed is a plan to get the two groups together, to have the researchers apply their techniques to the questions asked by those responsible for the planning of orientation programs. Such a model is proposed in this paper, and a working model in effect at the State University of New York, College at Oswego is described. (Author/HS)

ED 077 385 HE 004 189

Bork, Robert H. And Others

Political Activities of Colleges and Universities: Some Policy and Legal Implications.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Pub Date 7 Oct 70

Note—66p.

Available from—American Enterprise Institute, 1200 17th Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Colleges, Financial Support, *Higher Education, Legal Problems, *Legal Responsibility, *Legislation, *Political Issues, Taxes, Tax Support, Universities

The relationship of tax law and the politicization of the university is discussed in an effort to make university personnel aware of possible legal penalties involved in political action. The effect of political activities on university tax exemption is reviewed in relation to the policy section of Section 510 (3) of the Internal Revenue Code, university action, prohibition against attempting to influence legislation, or intervention in a political campaign. Criminal code provisions are indicated. Appendices of related material are included. (MJM)

ED 077 386 HE 004 190

Shoemaker, William A.

Systems Models and Programs for Higher Education. A Catalogue.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Apr 73

Note—25p.

Available from—Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N. W., Washington, D. C. 20036 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Decision Making, *Demonstration Programs, *Educational Administration, *Higher Education, *Management Information Systems, Management Systems

In recent years there has been considerable effort devoted to the development of systems models and programs that would assist college and university administrators in obtaining and analyzing data about internal operations. Such management data presumably would be helpful in decisionmaking. In this document an effort has been made to provide a brief summary of those systems approaches that have been identified as being oriented toward use by colleges and universities. Particular models described include: (1) the On-Line Administrative Information System (OASIS); (2) TOTAL; (3) The Administrative Information Distribution System (AIDS); (4) MARK IV; (5) The National Center for Higher Education Management Systems (NCHEMS); (6) the Comprehensive Analytical Methods for Planning in University Systems (CAMPUS); (7) System for Evaluating Alternative Resource Commitments in Higher Education (SEARCH); (8) the Higher Education Long-Range Planning/Planning Translator (HELP/PLAN-TRAN); (9) the Cost Estimation Model (CEM); (10) Temple University's TEMPLAN; (11) Administrative and Organizational Systems/National Laboratory for Higher Education (AOS/NLHE); and (12) the College and University Systems Exchange (CAUSE). (HS)

ED 077 387 HE 004 191

Davis, Junius A. Borders-Patterson, Anne
Black Students in Predominantly White North Carolina Colleges and Universities.

College Entrance Examination Board, New York, N.Y.

Report No.—RR-2

Pub Date 73

Note—38p.

Available from—College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Higher Education, *Negro Education, *Negro Students, Research, *Student Attitudes, *Student Opinion, Surveys

This study was concerned with the needs and pressures of black students in a range of 13 predominantly white, both public and private, institutions of postsecondary education in North Carolina. Specifically, the study addressed itself to the initial experiences of these students as well as to their subsequent adjustment to the institutional environment. Findings from in-depth interviews with black students include: (1) The relative proportion of black students of college age attending traditionally white institutions of higher education falls far below the corresponding proportion of white students in spite of vigorous recruiting efforts reported by these institutions. (2) Black students enrolled in white institutions appear to be attracted by such features as proximity, low cost and/or financial aid, availability of a particular program of interest, and a conviction of quality of program. (3) Few blacks in white institutions reported any effective assistance or encouragement from guidance counselors. (4) Some black students who choose white 4-year institutions seem to perceive them as being higher in quality, or their degrees as having greater market value than do degrees from the traditionally black institutions. (HS)

ED 077 388 HE 004 192

Caldwell, Harry H.

Idaho College Populations 1970-71.

Idaho Univ., Moscow, Dept. of Geography.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities; Idaho State Office of Higher Education, Boise.

Pub Date Feb 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Choice, *College Students, *Enrollment, Enrollment Influences, *Higher Education, *Resident Students, *Statewide Planning

Identifiers—*Idaho

This study sought to identify in a meaningful and standardized fashion the in-state and out-of-state students at the freshman, junior, and graduate levels for each of the 9 colleges in the state of Idaho. It further sought to ascertain for each college the main contributing areas or zones in the state for freshman and junior students and to establish some explanation concerning variations.

Maps presented in this document were subsequently prepared to show the data in a graphic fashion and to note zones of overlap and degrees of institutional dominance. Results of the study are presented by individual institutions and then in the composite. (HS)

ED 077 389 HE 004 193

Caldwell, Harry H.

Comparative Instate College Pulling Power in Idaho High School Graduates 1970-1971.

Idaho Univ., Moscow, Dept. of Geography.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities; Idaho State Office of Higher Education, Boise.

Pub Date Jun 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Bound Students, *College Choice, *Higher Education, *Regional Planning, *Statewide Planning

Identifiers—*Idaho

In developing the Idaho College Populations study (see HE 004 192), each college in Idaho identified each Idaho freshman and junior student by the high school from which he graduated. Using the same raw data, an attempt has been made in the present study to establish a measure of relative pulling power of specific colleges on graduates of in-state high schools. On examining the data it becomes evident that the city in which the individual colleges are located has a good deal to do with the pulling power of the college. In addition, the type of institution, such as a vocational-technical versus a liberal arts college, or colleges with religious orientation, has a good deal to do with college choice of high school students. It is felt that the data presented here is inconclusive due to a lack of important controls in the mechanics of the study. (HS)

ED 077 390 HE 004 194

Baum, Martha

Inter-Group Cooperation and Urban Problem-Solving: Observation on a Community Long-Range Goals Project.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No.—BR-8-0725

Pub Date May 73

Contract—OEG-2-9-480725-1027

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Relations, *Educational Innovation, *Higher Education, *Inter-group Relations, Program Descriptions, Research Projects, *School Community Relationship

Identifiers—*Community Long Range Goals Project

This document reviews the University of Pittsburgh Community Long-Range Goals project carried out in 1970-72. Emphasis is placed on introductory material and developmental history, immediate preceding events in the University, perspectives on the process, participation at the forums, notes of participant observers, questionnaire follow-up for goal forums and conclusions. Related documents are HE 004 198 and HE 004 195. (MJM)

ED 077 391 HE 004 195

Sugg, Michael

Explorations in Experiential Learning.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No.—BR-8-0725

Pub Date May 73

Contract—OEG-2-9-480725-1027

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Relations, Educational Innovation, *Governance, *Higher Education, Learning Activities, *Learning Experience, Program Descriptions, *Universities

This 2-part report on experiential learning is a product of the University Governance for Community Relations aspect of the University of Pittsburgh University-Interface Program. This report highlights some of the major issues concerning

the development of the experiential learning component in higher education. To facilitate this discussion, a number of examples are drawn from a case study carried out in 1971 and 1972 at the University of Pittsburgh. Part one presents the contributions of professional schools to the development of experiential learning. Part two indicates trends in experiential learning at high school and undergraduate levels. Related documents are HE 004 194 and HE 004 198. (MJM)

ED 077 392 HE 004 196

Dupuy, Rene Jean Tunkin, Gregory

Comparability of Degrees and Diplomas in International Law.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—73p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75700 Paris, France (\$2.50)

Document Not Available from EDRS.

Descriptors—Comparative Education, *Degrees (Titles), *Higher Education, *International Education, *International Law, *Law Instruction

University exchanges, as well as the high degree of mobility that is a feature of certain professions, demand a system of international equivalences of degrees. This study deals with degrees in international law, and includes under this term: (1) public international law, defined as the body of rules that apply to states and others subject to international law in the relations of international society; (2) private international law, regarded as the body of rules applicable to private individuals only, in the relations of international society; and (3) economic international law, which has something of public and of private international law. Thus, the present document presents articles dealing with the structures and organization of the teaching of international law, specific international law curricula, and the development of functional comparability between and among nations in international law. (Author/HS)

ED 077 393 HE 004 197

le Gall, A. And Others

Present Problems in the Democratization of Secondary and Higher Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—233p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75700 Paris, France (\$6.00)

Document Not Available from EDRS.

Descriptors—*Educational Opportunities, *Equal Education, *Higher Education, International Education, *Nondiscriminatory Education, Secondary Education, *Universal Education

For some time now, democratization of education has been prominent in the concerns of educators throughout the world, particularly in respect of the need of individuals and groups to highlight their identity and assert their role in society. Education is the means to facilitate this identification and this assertion. Democratization must now move from an abstract concept toward a practical and active approach through participation by all concerned. The present publication is part of the operation undertaken by Unesco in this direction and is composed of three studies by experts in the field. The discussions presented are: (1) Differentiation and Democratization in Secondary and Higher Education, by A. le Gall; (2) Secondary Schools and the Democratization of Higher Education, by J. A. Lauwerys, B. Holmes, and A. B. Dryland; and (3) State Study Assistance in Sweden and the other Scandinavian Countries, by S. Mattsson. (Author/HS)

ED 077 394 HE 004 198

Van Dusen, Albert C. Bricton, Robert C.

University-Urban Interface Program: Phase IV Progress Report 3.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No.—BR-8-0725

Pub Date May 73

Contract—OEG-2-9-480725-1027

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communications, *Community Relations, *Educational Programs, *Governance, *Higher Education, Program Descriptions, *Research Projects

This report covers the third quarter of Phase IV of the University-Urban Interface Program developed at the University of Pittsburgh in 1969. Since the project is close to completion, the report briefly reviews the status of the various reports in each of five areas. These areas include minority and community services, campus development, communications, long range Pittsburgh goals project, and university governance for community relations. A brief review of the final report and a supplementary report of the impact of the University of Pittsburgh on the local economy are included. Related documents are HE 004 195 and HE 004 194. (MJM)

ED 077 395

HE 004 201

Deaton, Frances A., Comp.

A Bibliography of Higher Education Facilities Publications.

Higher Education Facilities Services, Inc., Raleigh, N.C.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 31 Jan 73

Contract—OEC-0-70-4749

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Educational Facilities, Facility Guidelines, *Facility Utilization Research, *Higher Education, *Planning (Facilities)

This document presents a bibliography of papers, articles and books dealing with the various facets of higher education physical facilities planning and utilization. The documents are organized by publisher, such as state commissioners or other agencies. (HS)

ED 077 396

HE 004 202

Pemberton, Carol

The Relationship Between Grades and Two External Measures of Academic Achievement.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date Mar 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement Gains, *Effective Teaching, Evaluation, *Grades (Scholastic), *Higher Education, Student Ability, Student Evaluation, *Student Improvement, Teacher Evaluation

A report of the University of Delaware's Committee on the Evaluation of Teaching Effectiveness, recommended that the University Impact Study develop a program for assisting departments in measuring change in student knowledge, values, and abilities. The present report examines the relationship between the cumulative grade point average, an external measure of academic achievement obtained at the end of the sophomore year, and an external measure of academic achievement obtained in the senior year. It also studies change in the standing of the various curriculum groups and individual departments on the two external measures of academic performance. This can be used as a measure of the relative effectiveness of teaching in various curriculum groups or departments as compared with the rate at which the class as a whole progressed. (Author/HS)

ED 077 397

HE 004 203

Lane, G. Gorham Pemberton, Carol

Changes in Values of College Students.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date 21 Mar 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Education, *Student Attitudes, Student College Relationship, Student Development, Student Improvement, *Student Opinion, Student Research

Identifiers—*Allport Vernon Lindzey Study of Values

Underlying the programs of undergraduate colleges is the assumption that the 4-year educative process will produce some change in students. This study sought to determine the changes in values of college students by administering the

Allport-Vernon-Lindzey (AVL) "Study of Values" three times to the same undergraduate class and once to 185 faculty members. A sample of the same class took the "Cooperative General Culture Test" four times. Findings show that AVL aesthetic scores increased, and religious scores decreased for the class as a whole. Political values increased for men and economic values decreased for women. The change in aesthetic scores occurred later for men than women, whereas, the change in religious scores occurred later for women than men. A 9-fold curriculum group breakdown showed similarities between the acquisition of particular kinds of cultural information and changes in corresponding values. The AVL profiles of undergraduates tended to become more clearly defined during their college careers and to resemble those of the faculty in the same curriculum area more closely. (Author/HS)

ED 077 398

HE 004 204

Pemberton, Carol

A Comparison of High Ability Under-Achievers with Low Ability Over-Achievers.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date 20 Mar 68

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College Students, *High Achievers, *Higher Education, *Low Achievers, *Overachievers, Student Characteristics, Student Interests, Student Needs, *Underachievers

In this study the responses of 30 colleges seniors who over-achieved in terms of predicted grade point average (GPA), were compared with those made by 38 high ability under-achievers. Graduate Record Examination (GRE) scores and GPA's were compared with those for two groups of students performing as predicted. Over-achievers were found to be particularly dependent on the good opinion of others. Under-achievers prefer to do things in their own way, irrespective of what other people think, and are interested in a wide range of cultural, social and athletic activities. The under-achievers obtained a higher average GRE Area Test score than the over-achievers, their superiority being greatest in Natural Science. This is also the area in which they compared most favorably with the high-achievers. Implications for counseling and graduate school admissions are pointed out. (Author/HS)

ED 077 399

HE 004 205

Pemberton, Carol

An Evaluation of a Living-Learning Residence Hall Program.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date 6 Mar 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *College Freshmen, College Housing, *Dormitories, Experimental Programs, *Higher Education, *Student Adjustment, *Student Attitudes

In the present study, differences between a group of 69 Arts and Sciences freshmen who participated in a 1-year living-learning residence hall program, and 76 students in a matched control group were evaluated. The LL students, when compared with the control group, were better satisfied with the faculty, thought the campus atmosphere was more scholarly, and cut class less frequently, although their attitude toward studying seemed more relaxed. In addition, the LL students appeared to be developing cultural and political interests more rapidly than the control. The transition between high school and college was made easier for students in the program by the supportive atmosphere and few of them complained about alienation or loss of identity. For the students who completed the academic year, the average difference between predicted and achieved grades was the same for both groups. Among the students, dropped for academic reasons, under-achievement was greater than the control group. (Author/HS)

ED 077 400

HE 004 206

Higher Education for Tennessee's Future.

Tennessee Higher Education Commission, Nashville.

Pub Date Jan 73

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cost Effectiveness, Curriculum Development, *Educational Administration, Educational Opportunities, *Educational Planning, Equal Education, *Higher Education, *Master Plans, Nondiscriminatory Education, Planning, *Statewide Planning

Identifiers—*Tennessee

This long-range Master Plan for higher education in Tennessee includes a series of recommendations concerning the development of quality higher education in Tennessee during the next decade so that comprehensive, high quality educational opportunities are provided at the lowest cost. Eight major goals for the state were arrived at during the formation of the Master Plan: (1) Tennessee should provide educational opportunities for all citizens who have the ability and interest to attend college; (2) Tennessee should provide a system of public institutions offering the programs required by its citizens; (3) Tennessee should provide advanced graduate and professional programs for an expanding and more complex economy; (4) Tennessee should support higher education at a level to insure quality instructional programs; (5) institutions should place high priority on meeting accreditation standards for existing programs before initiating new programs; (6) more emphasis needs to be placed on efficiency as higher education becomes more costly; and (7) educational change will require institutional flexibility and adjustment to new needs in the future. (HS)

ED 077 401

HE 004 207

An Analysis of Instructional Costs Per Student Credit Hour Fall Quarter 1971.

Tennessee Higher Education Commission, Nashville.

Pub Date Apr 73

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Budgeting, *Cost Effectiveness, *Educational Economics, Educational Finance, Educational Planning, *Higher Education, *Resource Allocations, Statewide Planning

The appropriations formula used by the Tennessee Higher Education to generate operating budget requests for the colleges and universities annually is dependent on a detailed study of instruction and departmental research costs. This publication contains the results of this cost study made in the fall of 1971. The basic unit of measurement that comes under scrutiny in the Commission's instructional cost study is the student credit hour. Professional salaries, support salaries, operating expenses, and equipment charges are allocated to the student credit hour so as to yield cost per hour by (1) academic program, (2) student class level, and (3) institution. From cost data collected by the various institutions, statewide average costs by student credit hour by program and by level are computed and used in the budget process to request instruction and departmental research monies that now comprise 54% of the operating budget for educational expenditures in the Tennessee public institutions. The cost per student credit hour is used additionally to identify high cost academic programs, and can thus be used in the internal management of the institution. (Author/HS)

ED 077 402

HE 004 208

Smith, Robert E.

[Remarks on Non-Discriminating Hiring Practices in Higher Education.]

Office for Civil Rights (DHEW), Washington, D.C.

Pub Date 7 Mar 72

Note—18p.; Speech made at the American Association for Higher Education Annual Conference on Higher Education, Chicago, March 7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Equal Opportunities (Jobs), Federal Laws, Federal Legislation, Feminism, *Higher Education, Negro Teachers, Professors, *Racial Discrimination, *Sex Discrimination, Women Professors

Discrimination against women and minorities in higher education is by no means a new phenomenon. However, Executive Order 11246 only recently demanded that colleges and universities take positive steps to insure that nondiscriminatory practices are currently being instituted with regard to faculty and staff hiring and promotion policies. Some steps that universities in various parts of the nation have already taken

are: (1) advertising new positions in professional journals in ways that reach minorities and women; (2) providing training for current employees; (3) assuring representation of women and minorities on search committees; (4) establishing adequate employee grievance mechanisms; (5) making provision for adequate day care for employees' children; (6) initiating sensible and fair policies for maternity, child rearing and other types of leaves; (7) equalizing retirement plans and other fringe benefits so that one group is not indirectly discriminated against; (8) liberalizing policies on part-time employment, including part-time tenure appointments; and (9) requiring that proposals of a candidate who is not a member of a protected class be accompanied by a statement that women and minority candidates were sought actively. (HS)

ED 077 403

HE 004 209

Wing, Paul

Statewide Planning for Postsecondary Education: Conceptualization and Analysis of Relevant Information.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Mar 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Decision Making, *Educational Administration, Educational Planning, *Higher Education, Planning, *Postsecondary Education, *Statewide Planning

A conceptualization of statewide planning for postsecondary education is proposed in this document that builds on fundamental notions of objectives and decision. Perhaps its principal virtue is that it provides a basis for analyzing and relating both operational problems and organizational issues. Analysis of the problems and decisions that face postsecondary education planners leads to the formulation of lists of relevant information. These lists provide a basis for further detailed discussions of the problems and issues with state-level planners, which can lead ultimately to the design of state-level information systems. They also suggest the kinds of analytical projects that would be relevant to the needs of state-level planners and decisionmakers. (Author)

ED 077 404

HE 004 210

Lamson, George And Others

Income Contingent Loans: Conceptual and Applied Framework for the Small College.

Midwest Association of Student Financial Aid Administrators, Bloomington, Ind.

Pub Date 71

Note—100p.; Monograph Series Number 2

Available from—Chairman, MASFAA Publications Committee, 809 East Seventh Street, Bloomington, Indiana 47401 (\$3.00 nonmembers, \$1.50 MASFAA members)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, Educational Opportunities, *Higher Education, *Income, Models, Socioeconomic Status, *Student Loan Programs

Identifiers—*Pay As You Earn, PAYE

This document presents a conceptual model and applied framework for the small college to implement income contingent loans. Results of a Pay-As-You-Earn (PAYE) questionnaire indicate the utilization potential and attractiveness of the model. Further discussion concerns some prospects, the break-even tax rate, liquidity, the accumulation of debt and the administrative function. Conclusions suggest the need for implementation of a pilot PAYE program. Appendices include the PAYE questionnaire and questionnaire tables. (MJM)

ED 077 405

HE 004 211

Bernier, Richard And Others

A New Variant of the Educational Opportunity Bank Designed for Stability and Ease of Administration in "Small-Scale" Application.

Pennsylvania Univ., Philadelphia. Dept. of Economics.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 30 Oct 72

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Economics, *Educational Finance, *Educational Opportunities, *Higher Education, Management, Program Administration, *Socioeconomic Status, *Student Loan Programs

A new variant, the Partially Contingent Educational Opportunity Bank Plan (PCEOB), of the contingent repayment loan is proposed for higher education. This report develops PCEOB operating parameters to be applied to U.S. medical schools. Part one discusses three EOB variants: semi-conventional, fully-contingent, and partially-contingent. Part two reviews calculations for each semi-conventional loan program, fully-contingent programs, and partially-contingent plans. Part three evaluates the three programs. Part four presents the pure economic theory of the ideal contingent repayment loan program. Appendices and a 12-item bibliography are included. (Author/MJM)

ED 077 406

HE 004 212

Alternatives in State Government Financing of Higher Education.

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date Feb 73

Note—45p.

Available from—Management Division, Academy for Educational Development, Inc., 1424 Sixteenth Street, N.W., Washington, D.C. 20036 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Benefits, Educational Economics, *Educational Finance, Financial Support, *Higher Education, *State Aid, Statewide Planning, *Student Costs

Identifiers—*Washington

In October 1971, the Academy for Educational Development entered into a contract with the Council on Higher Education of the State of Washington to prepare an analysis with recommendations on the financing of postsecondary education in Washington. The resulting pamphlet is divided into 5 chapters: (1) Higher Education for Whose Benefit? (2) Pricing Policies and the Subsidy of Students; (3) Current Practices in State Financing; (4) Student Loans; and (5) Options for State Governments. Some of the conclusions of the study include: (1) There is general agreement that both society and student benefit from higher educational expenditures, but there is no known theoretical or practical basis for determining a particular cost/benefit ratio for society or for student; (2) In arriving at a distribution of costs between student and state taxpayers, state governments are compelled to make practical judgments between cost needs and available income; and (3) In some states, there have been proposals to alter substantially state pricing policy for public higher education by increasing the charges, with corresponding increases in student financial assistance. (HS)

ED 077 407

HE 004 213

Peterson, Richard E.

College Goals: Practical and Educational Uses.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 72

Note—6p.; Portion of a talk given at the American Association for Higher Education Conference on Higher Education, Chicago, March 8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Educational Objectives, *Educational Planning, Goal Orientation, *Higher Education, *Institutional Role

Identifiers—*Institutional Goals Inventory

This paper comments on some of the possible uses and values of the Institutional Goals Inventory (IGI), an instrument by which a college community can delineate institutional goals and establish priorities among them. In the practical sense, the establishment of institutional goals is an essential element in any kind of systematic institutional planning, which most institutions are now being compelled to do as they find resources to be increasingly limited. A second practical use of institutional goals inheres in institutional evaluation activities, which may be carried on for purposes of internal improvement and as a basis for rendering account to external agencies and interests. Ideologically, institutional goals can represent the basic principles of institutional policy, the basics of an institution's self-conception, and the philosophy that can pervade the college and give coherence to all its operations. (HS)

ED 077 408

HE 004 214

Wartgow, Jerome F.

Computerized Institutional Planning Models: An Objective Analysis.

Governors State Univ., Park Forest South, Ill.

Pub Date Mar 73

Note—19p.; Paper presented at the annual meeting of the North Central Association, Chicago, March 25-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Computers, *Educational Administration, Educational Planning, Educational Research, *Higher Education, *Management Information Systems, *Management Systems, Program Evaluation, Research

This paper summarizes the findings of a research project that was designed to assess the utilization of computer simulation models in the administration of higher education. The problem was approached through an examination of the experiences reported by colleges and universities that had implemented and were using one or another of these models as an administrative aid. The case studies represent a variety of institutional types and structures and reflect experiences with 3 of the more widely used simulation systems. These are generally known by the acronyms of CAMPUS, HELP/PLANTRAN, and SEARCH. It seems that overall, experiences to date have indicated that the time and expense involved with computerized planning models have not been justified in terms of the extent of their utilization. However, this conclusion must be considered in the context of their utilization. However, this conclusion must be considered in the context of the following qualifications: (1) an important benefit of the utilization of these models is that attention is focused on long-range planning; (2) the models have the greatest potential of becoming a valuable tool in institutions that are in the process of change; and (3) the value of computer planning models in higher education is dependent on the ability of the user to recognize situations in which this tool is needed and appropriate. (HS)

ED 077 409

HE 004 217

Powell, John L.

Selection for University in Scotland.

Scottish Council for Research in Education.

Pub Date 73

Note—100p.

Available from—The Scottish Council for Research in Education, 16 Moray Place, Edinburgh EH3 6DR Scotland (64-\$0.85)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Admission Criteria, *College Entrance Examinations, *College Students, Educational Testing, *Foreign Countries, *Higher Education

Identifiers—*Scotland

The Assessment for Higher Education project, initiated in Scotland in 1961, investigated the selection of students for higher education. Data collection was begun in 1962 and completed in 1970. By the end of 1971 the work of analysis was virtually completed for the data relating to the universities of Aberdeen, Edinburgh, Glasgow, St. Andrews and Dundee. Findings indicate: (1) The CEEB Scholastic Aptitude Test Verbal and Mathematical Scores proved to be of little value in predicting the attainment of a degree. (2) Teachers' estimates of performance in individual subjects in the Scottish Certificate of Education at Higher Grade (SCE) did not prove superior predictively to performance in the SCE. (3) No evidence was found to suggest that headteachers' estimates of success at the university are as good a predictor as performance in the SCE. (4) Performance of the SCE proved the best preentrance academic predictor of success in obtaining a degree. Additional findings and implications are presented. Appendices present a technical discussion of the analysis and a discussion of ability as a threshold variable. A 21-item bibliography and index are included. (MJM)

ED 077 410

HE 004 218

Higher Education in Maine: Its Facilities and Utilization.

Institute for Educational Development, New York, N.Y.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities; Maine State Higher Education Facilities Commission, Augusta.

Pub Date [72]

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Educational Facilities, *Educational Planning, Enrollment, *Facility Inventory, *Facility Utilization Research, *Higher Education, Libraries, *Statewide Planning

Identifiers—*Maine

In its proposal of May 1968 to the U.S. Office of Education for a Higher Education Comprehensive Facilities Planning Grant, the State of Maine Commission on Higher Education Facilities outlined several activities that it wished to undertake. On approval of the grant, the Commission engaged the Institute for Educational Development (IED) to conduct tasks outlined in the proposal. This report is a summary of commentary on the information collected. Included are discussions and statistics concerning enrollment in colleges and universities in Maine, a physical facilities inventory and the utilization of such facilities, libraries in the institutions, and the effects of new teaching/learning techniques on planning higher education facilities. (Author/HS)

ED 077 411

HE 004 219

Eyre, R. John. Lingren, Herbert G.

Freshman Enrollment in Idaho Colleges and Universities: Numbers, Characteristics and Validations.

Idaho State Univ., Pocatello. Government Research Inst.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date Oct 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Educational Demand, Educational Planning, *Enrollment Projections, *Enrollment Trends, *Higher Education, *Statewide Planning

Identifiers—*Idaho

This report is the second part of a two-phased study designed to provide data for forecasting the size and characteristics of freshman classes at colleges and universities in Idaho. The initial phase of the study focused on the post-graduation plans of high school seniors who participated in a statewide survey conducted in May 1971. The present analysis attempts to validate projected enrollments derived from the intention survey as indicators of actual demands made on institutions of higher education. It describes freshman enrollments in private and public colleges and universities in Idaho in the fall of 1971 and compares actual enrollments with projections derived from intention data gathered from high school seniors five months earlier. (Author/HS)

ED 077 412

HE 004 220

Academy or Battleground. Third Report of the Temporary Commission to Study the Causes of Campus Unrest.

New York State Temporary Commission to Study the Causes of Campus Unrest, Albany.

Pub Date 72

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activism, *College Students, Dissent, *Higher Education, School Community Relationship, *Secondary Education, *Secondary School Students, Social Action, Statewide Planning, Student Alienation, Student College Relationship

Identifiers—*New York State

The Governor and the 1971 New York State Legislature charged the Temporary Commission to Study the Causes of Campus Unrest with the study of the colleges and secondary school system in a continuing effort to ascertain the causes of unrest where it exists, and reasons for lack of unrest where it does not exist. It was found that during academic year 1971-72, protest at colleges was less organized, less demonstrative, less disruptive and often expressed in legitimate ways. In the secondary schools, however, especially in the urban and suburban schools, this was not the case. In these schools disruptive unrest is more common and is often exhibited in different and more violent ways from those presently seen at the colleges. Recommendations for the alleviation of problems at both the higher education and secondary levels are made for parents and the general public, school administrators, boards of education and trustees and teachers, and students. (HS)

ED 077 413

Stratton, Julius A.

The Importance of Being Different.

Ford Foundation, New York, N.Y.

Pub Date 8 Oct 68

Note—10p.; Speech delivered for the installation of Dr. Frederick Seitz as president of the Rockefeller University, New York, N.Y. October 8, 1968

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, Educational Administration, Educational Needs, *Higher Education, Leadership, *Leadership Qualities, Leadership Responsibility, *Presidents, Speeches, *University Administration

This speech reviews the qualities and functions of leadership needed by the president of a university, in this case, Rockefeller University. Aspirations and tensions, the purposes of a university, the nourishment of quality, and presidential position are discussed in relation to leadership needs. (MJM)

ED 077 414

HE 004 224

Friendly, Fred W.

The Present-Minded Professor.

Ford Foundation, New York, N.Y.

Pub Date 28 Nov 68

Note—14p.; Address delivered before the National Council of Teachers of English, Milwaukee, Wisconsin, November 28, 1968

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Teachers, Educational Change, *Educational Needs, Effective Teaching, *Higher Education, *Professors, Relevance (Education), *Social Influences, Speeches, *Student Needs, Teacher Attitudes

This speech reviews attitudes on higher education in relation to race, relevance, students, and alienation. A curriculum of engagement and commitment is recognized as a need in higher education. Recommendations suggest a cross-pollination of academic catalogues combining curriculum in each school or department and making it available to the student body. Additional emphasis is placed on the need to combine the abstract and the relevant in the classroom. (MJM)

ED 077 415

HE 004 225

Ward, F. Champion

Social Progress and the Liberal Arts College.

Ford Foundation, New York, N.Y.

Pub Date 1 Jun 70

Note—11p.; Address delivered at the 121st Commencement of Southwestern at Memphis, Tennessee, June 1, 1970

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, *Educational Change, *Educational Needs, *Higher Education, *Liberal Arts, *Social Influences, Speeches, Universities

This speech recognizes some of the problems and criticism facing liberal arts institutions. Criticisms concerning elitist, classbound, and detached institutions are examined. Recommendations suggest student, faculty and institutional actions and policies that can relate the liberal arts college more usefully to the social progress of the nation. (MJM)

ED 077 416

HE 004 228

Allen, John C., Comp.

Collective Bargaining in Higher Education 1971-1973.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Report No.—Bibliog-1

Pub Date 12 Apr 73

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Collective Bargaining, *Collective Negotiation, Employment Problems, *Higher Education, Labor Demands, Labor Legislation, Labor Problems, Literature Reviews, *Negotiation Agreements, Teaching Load, Women Professors

HE 004 223

This bibliography provides a comprehensive survey of the literature of labor negotiations related to professional employees in higher education. Areas of concern include academic mission, administration, collective bargaining agents, audio tapes, blue collar employees, bibliographies, collective bargaining, conferences, contracts, discrimination, due process, facilities usage, faculty rights and responsibilities, financing collective bargaining, fringe benefits, governance, grants and research projects, grievances, insurance, layoffs, legislation, management, maternity leave, model collective bargaining laws, negotiations, neutrals in bargaining, NLRB and court rulings, productivity, public sector labor relations, retirement, sabbatical leaves, salaries, students rights, teachers bargaining, tenure, women faculty, workload, and additional references. (MJM)

ED 077 417

HE 004 229

Chandler, Margaret K. Chiang, Connie

Management Rights Issues in Collective Bargaining in Higher Education.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date Apr 73

Note—19p.; Paper presented at the first annual conference of the National Center for the Study of Collective Bargaining in Higher Education, April 12-13, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, College Faculty, *Educational Administration, *Higher Education, Professors, *Teacher Welfare, Tenure

The research reported here is a small part of a much larger research program that will focus on changes in the sharing of authority that takes place after collective bargaining in higher education institutions is initiated, stressing especially the points where sharing is difficult and where rights questions arise. It is the eventual goal to develop models of academic administrative power before and after the initiation of collective bargaining. The analysis of the 91 collective bargaining contracts in higher education that are in force at the present time reveals that governance matters such as budgeting and long range planning still are largely management territory. The contracts have much more to say about the personnel area. Without doubt, the employment status of the faculty member is receiving new emphasis. Still slightly over 50% of the agreements said nothing about appointment, evaluation or promotion, and less than 10% had achieved strong voice in these areas. Analysis of the more potent agreements shows that vague pronouncements disappear in favor of the specification of decision-making rights and procedures, sometimes culminating in the requirements of faculty committee approval. (HS)

ED 077 418

HE 004 230

Hullinger, Ronald L. And Others

Evaluation of Student Performance in the Health Professions.

Purdue Univ., Lafayette, Ind. School of Veterinary Science and Medicine.

Pub Date Feb 73

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Credit No Credit Grading, Evaluation, Evaluation Methods, Experimental Programs, *Higher Education, Nongraded Classes, *Nongraded System, *Professional Education, *Student Evaluation

Identifiers—*Purdue University

The proposal in this document is based on the assumption that learning to learn is the most important outcome of professional and all formal education. It is suggested that a primary task of instruction is to assist the student to move from external motivation to internal motivation for learning and continuing to learn. It is proposed that these outcomes can best be facilitated by making two reforms in student evaluation procedures: (1) changing to a pass/no pass system of grading and (2) using criterion-referenced instruments, as opposed to norm-referenced instruments, as a basis for evaluation. An experimental approach to these methods are currently being tested in the Purdue University Department of Veterinary Anatomy. Students are

given the mastery standard, provided with numerous instructor and student-generated evaluation items. Students in this program no longer may receive a failing grade in the health professions courses. Until mastery is achieved, the student will receive an incomplete. If, after repeated attempts, he appears unable to pass, he should be counseled to consider other career options. In neither case does he even receive a failing grade or symbol. A significant outcome of the procedure is that learning is allowed to happen and the student is allowed to discover for himself his own level of excellence. (HS)

ED 077 419 HE 004 233

Paltridge, James Gilbert. And Others

Significant Relationships Between Types of Trustee Boards and Their Decision Patterns in Public Four-Year Colleges and Universities.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 28 Feb 73

Note—20p.; Paper presented at the American Educational Research Association Annual Meeting, New Orleans, Louisiana, February 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Role, Board of Education Role, *Decision Making, *Higher Education, Research, Research Projects, *Trustees

This research is an empirical investigation and analysis of corpus of trustees meeting activity in a sample of 21 public 4-year colleges and universities. The data input instruments were the board minutes for the year 1963-64 and 1971-72, bylaws, standing orders, procedural manuals and other documents as well as copies of all state legislation related to charters and board authority, biographical data on board members, and a highly detailed coding protocol. Findings are indicated for membership composition, total board action, board decision patterns, and policy levels of decisions. An 11-item bibliography and appendices with research material are included. (MJM)

ED 077 420 HE 004 234

The Suitability of the College Level Examination Program (CLEP) for Admitting Vocational Education Teachers to Graduate Schools of Education in the State Universities of Florida. Final Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 73

Note—67p.; Project No. 2-5034

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Admission Criteria, *College Entrance Examinations, Educational Testing, *Graduate Study, *Higher Education, *Masters Degrees, *Vocational Education

Identifiers—*College Level Examination Program (CLEP), Florida

This project examines the suitability of the General Examinations of the College Level Examination Program (CLEP) as an alternative battery to the Aptitude Test of the Graduate Record Examination (GRE) for the admission of vocational education teachers to master's level study of vocational education. The CLEP battery and the College Entrance Examination Board (CEEB) were administered to 732 vocational education teachers in Florida. Test norms for the teachers on the battery were constructed as a basis for defining an acceptable cutoff to graduate study at the master's level. Recommendations suggest that: (1) The CLEP be used as an alternative battery to the Aptitude Test of the GRE in the admission of vocational education teachers to graduate study in vocational education leading to a master's degree; and (2) that a total cutoff score of 2250 for the five tests comprising the General Examinations Battery of the CLEP be adopted for admission of vocational education teachers to master's level study. Additional recommendations and appendices of related material are included. (MJM)

ED 077 421 HE 004 236

McLaughlin, Gerald W., Jr. And Others

An Investigation of Department Heads at a State University.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Pub Date 73

Note—14p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Attitudes, Chief Administrators, *Department Directors (School), Employment Qualifications, *Higher Education, Job Satisfaction, Research, Research Projects, School Personnel, *State Universities

This paper focuses on the work of department heads and the opinions of those holding this position in a state university. Forty-three department heads responded to a questionnaire involving departmental goals, job requirements, and job satisfaction. The results show that the heads are basically satisfied except for opportunities for self-development. They have duties along the dimensions of departmental leadership, professional visibility, resource administration, and liaison activities. They tend to consider themselves as leaders in content specialties and primarily enjoy activities of program guidance and supportive development of faculty and students. Administrative duties are typically seen as unpleasant and time consuming. A 15-item bibliography is included. (Author)

ED 077 422 HE 004 239

Boger, Robert P.

Organizational Policy Issues Affecting Interdisciplinary Educational Research and Research Training.

Colorado Univ., Boulder.

Pub Date Feb 73

Note—23p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Educational Administration, Educational Innovation, *Educational Research, *Higher Education, *Interdisciplinary Approach, *Organizational Climate

This paper is an attempt to pose some of the issues of organizational policy facing the university and its supporting agencies as it attempts to meet the problems of contemporary society, particularly as these problems focus on educational research and research training and demand interdisciplinarity in the process of their solution. Any definition of interdisciplinarity leads to a transdisciplinary model that necessitates an integration of some structure of goals with a system for integrating participating disciplines. If any such transdisciplinary innovation within the university is to be successful, it necessitates certain operational assumptions that include philosophical and budgetary commitment at the highest level of university administration. Four organizational patterns are often employed in the establishment of interdisciplinarity at the university, one of which is the institute or center. The institute is seen as the most creative organizational structure for the innovative development of transdisciplinarity in the university. (HS)

ED 077 423 HE 004 240

Seifein, Naim A.

A Systems Approach for Increasing Research Productivity Among College Educators.

Pub Date 26 Feb 73

Note—17p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, February 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Educational Research, *Higher Education, *Noninstructional Responsibility, Professors, *Researchers, *Teacher Education, Teacher Role

Identifiers—Consortium on Research and Development, CORD

The thesis of this paper is that education is badly in need of manpower to focus on solving its persistent social problems; that basic researchers in various universities are not in a position to meet the need nor is changing their role desirable, for it means a loss to basic research, and that training new researchers in graduate school as an inadequate solution for it merely increases the number of basic researchers and leaves the gap between teachers and researchers wide open. What is needed is a change in the role of teacher-educators in colleges and universities. Modifying the job of college teachers in education to one which involves teaching and research should not be construed, however, as an easy matter. It requires changing the philosophy of the colleges,

revising their policies and procedures and training their faculty to conduct research. This paper presents a model for introducing the needed changes. The model is a revision of one originally developed and implemented in a Consortium on Research Development (CORD). (Author/HS)

ED 077 424

HE 004 241

Swarr, Philip Cassel

An Empirical Study of the Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administration.

Pub Date Jun 71

Note—248p.; Doctoral Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (order No. 72-6667 - \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, College Faculty, Decision Making, Educational Administration, *Educational Objectives, *Higher Education, *Institutional Role, Professors, Questionnaires, State Colleges, *Teacher Attitudes

The purpose of this study is to provide insight into the nature of the goals of American colleges and universities by empirically determining (through the use of a questionnaire), (1) what faculty and administrators at 4 state institutions respectively think the goals of their institutions are and should be, (2) where they think the locus of decisionmaking power lies at their institutions, (3) whether there is conflict between the views of administrators and faculty regarding goals, and (4) whether those having the most power will also be most satisfied with goals they perceive to be important at their institutions. Some of the major findings include: (1) the preferred goals of the 4 state colleges' professional staffs had higher mean scores overall than did the corresponding perceived goal ratings, indicating a desire that greater importance be given to the goals than is given them; (2) there are statistically reliable differences both between the goal perceptions and preferences of the faculty and administrators of these 4 public colleges; and (3) administrators are generally perceived to have more power than the faculty. (Author/HS)

ED 077 425 HE 004 243

Baum, Martha Jameson, Barbara B.

A Survey of the Alumni of the University of Pittsburgh: Relationship to Alumni Activity and Opinions about the University.

Pittsburgh Univ., Pa. University Urban Interface Program.

Pub Date Apr 73

Note—18p.; Condensation of January 1973 report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alumni, *Attitudes, *Graduates, *Higher Education, *Opinions, Public Opinion, Questionnaires

Identifiers—*University of Pittsburgh

This document presents a summary report of a survey of University of Pittsburgh alumni designed to learn how alumni feel about their Alumni Association and how they relate to the university or might be willing to in the future. Some of the major findings of the inquiry include: (1) Although only 6% of the sample consider themselves active in the Alumni Association, only very small minorities say that this is because they are not interested in its activities or because they disapprove of what is happening in the university; (2) Answers to many questions reveal considerable support for the university; (3) The alumni expressed very little negative feeling toward faculty, staff, or students; (4) Alumni strongly agree on the top two priorities of the college of maintaining a high quality undergraduate education and training graduate technical and professional personnel; and (5) Disagreements among alumni are focused on university-community relations and on new trends in policy and program areas. (HS)

ED 077 426

HE 004 244

Stark, Joan S.

The Three-Year B.A. Who Will Choose It? Who Will Benefit?

Goucher Coll., Baltimore, Md.

Pub Date Mar 73

Note—36p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bachelors Degrees, *Degree Requirements, Females, *Higher Education, *Special Degree Programs, *Student Characteristics, Womens Education Identifiers—Three Year Bachelors Degrees, *Time Shortened Degree Programs

The present study explored the characteristics of students who take advantage of the option to complete the B.A. degree in 3 years at Goucher College. At Goucher, the optional 3-year degree plan has been selected by students of exceedingly diverse academic potential and background, and different ideas of what for them constitutes a successful educational experience. No evidence was found that the students who chose acceleration were those who might have been, on the basis of academic predictors, selected by the faculty or by admissions personnel to pursue such a program. Students attracted to a 3-year program include, in sizeable numbers, those who are motivated by strong vocational aspirations, often coupled with financial concerns. For other accelerators, however, the desire to graduate early has little relation to either financial considerations or career plans, but may simply be a way of escaping the educational scene. Students who prefer to stay for 4 years may represent 2 groups: those who enjoy the college scene for its social and extracurricular aspects, and those who desire to pursue graduate study but are more concerned with adequate preparation and high grades than with the time element or financial expenditures involved. (HS)

ED 077 427 HE 004 245
Auton, Sylvia C.

A Comparison of Selected Variables from the 1965 and 1970 Doctoral Dissertations of the College of Education, University of Maryland. Maryland Univ., College Park. Dept. of Measurement and Statistics.

Pub Date Feb 73
Note—12p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, February 1973

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Doctoral Theses, *Educational Research, *Higher Education, *Research, *Research Needs, Research Projects

This paper proposes the idea that dissertations may be used as data in a model for analyzing the research aspects of the graduate program. The model simply states that characteristics of dissertation research provide estimates of research patterns and training in the college of education. The data from such an analysis can show the professional interests of the college faculty, the ideas that are prevalent during a given time period, and the technology known to be sufficient to solve the problems posed. By omission, they provide indicators of the gaps between questions that need to be answered and questions that are being answered. While this type of information is available in the professional literature, dissertations provide a more complete picture of the total body of graduate student research for one institution. (Author)

ED 077 428 HE 004 250
Implementation of NCHEMS Planning and Management Tools at California State University, Fullerton.

California State Coll., Fullerton.; Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Pub Date Aug 72
Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Decision Making, *Educational Administration, *Higher Education, *Management Information Systems, *Management Systems, Systems Approach

Identifiers—California State University (Fullerton)

This document serves to display several of the National Center for Higher Education Management Systems (NCHEMS) tools as they relate to California State University, Fullerton, which is serving as a pilot implementation site for the California State University and Colleges System for the application of currently available NCHEMS products. Full implementation of new

management tools at Fullerton will be accomplished over a prolonged period and information shown as output of various NCHEMS products merely represents initial output. It is yet to be determined how the newly available capabilities will be embedded in the planning and decision-making process at Fullerton. This document should be viewed as an illustration of the kinds of information NCHEMS products are capable of producing. (Author/HS)

ED 077 429 HE 004 251

Arnold, Joanne E.
Full Disclosure: New and Responsible Attitudes.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Pub Date 1 Nov 72
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Educational Accountability, *Higher Education, *Public Opinion, *Public Policy, *State Laws

Broad influences impinge upon the question of "full disclosure," a question that asks what information about the conduct of public affairs should be made available to the public. Increasingly, state laws require the disclosure of all information about the conduct of public business, the receipt and expenditure of public funds, and the outcomes of public programs to any person who seeks such information. Legal requirements are making pledges of confidentiality more difficult to keep. Records are becoming more easily available to those who are the subjects of such records, although such personal records are becoming less subject to public scrutiny. The implications for institutions of higher education are many. Among them are the necessity of developing guidelines for the collection, storage, and dissemination of information and advisability of adopting a common language and standard definitions and procedures for reporting institutional information. (Author/HS)

ED 077 430 HE 004 252
Origin of Enrollments, Accredited Colleges and Universities, Fall Semester 1971.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 14 Mar 72
Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Enrollment, *Enrollment Trends, *Higher Education, Research, Research Projects, *School Statistics, Statewide Planning, *Statistical Data, Student Mobility Identifiers—*Kentucky

This document presents a delineation of student enrollments for the fall semester 1971 from the 43 accredited Kentucky colleges and universities. The enrollments are aggregated by institution, state, foreign country, and Kentucky resident students by county of origin. Some of the major findings of the study include: (1) The total enrollment of Kentucky colleges and universities increased 6.1% for fall 1971 for a new high of 97,984 students; (2) 80,583 Kentuckians enrolled in the accredited colleges and universities; (3) First-time freshmen enrolled in Kentucky colleges and universities increased to 22,687 for fall 1971, an increase of 7% over 1970; (4) 18,682 Kentuckians enrolled as first-time freshmen for the fall 1971; (5) Kentucky colleges and universities enrolled 17,401 out-of-state students for the fall semester; (6) Kentucky high schools graduated 42,964 students in 1971; and (7) The number of Kentuckians enrolled in Kentucky colleges and universities has increased from 65,181 in 1967 to 80,583 in 1971, representing a 23.6% increase in the 5-year period. (HS)

ED 077 431 HE 004 253
Origin of Enrollments, Accredited Colleges and Universities, Fall Semester, 1972.

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 13 Apr 73
Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Enrollment Trends, *Higher Education, Research, Research Projects, *School Statistics, Statewide Planning, *Student Mobility

This document is a delineation of student enrollments for the fall semester 1972 from the 42 accredited Kentucky colleges and universities. The enrollments are aggregated by institution, state, foreign country, and Kentucky resident students by county of origin. A few general findings related to the overall enrollment characteristics of the state-supported sector of higher education and the independent sector include: (1) The total enrollment of Kentucky Colleges and universities increased 3.3% for the fall semester 1972 for a new high of 101,244 students; (2) 83,278 Kentuckians enrolled in the accredited colleges and universities of the Commonwealth for the fall semester 1972, a 3.3% increase in the number of Kentucky students over the fall semester 1971; (3) First-time freshmen enrolled in Kentucky colleges and universities totaled 21,969 for the fall 1972, a 3.2% decrease from 1971 enrollments; (4) 18,141 Kentuckians enrolled as first-time freshmen for the fall 1972, a decrease of 2.9% from 1971; (5) Kentucky colleges and universities enrolled 17,966 out-of-state students for the fall 1972; (6) Kentucky high schools graduated 44,846 students in 1972; (7) The number of Kentuckians enrolled in Kentucky colleges and universities has increased from 69,307 in 1968 to 83,278 in 1972, representing a 20.2% increase during a 5-year period. (Author/MJM)

ED 077 432 HE 004 254
Proceedings of 1st Annual Conference on Higher Education Institutional Research and Planning.

Maine State Higher Education Facilities Commission, Augusta.

Pub Date 3 Nov 71
Note—48p.; Conference proceedings of 1st Annual Conference on Higher Education Institutional Research and Planning, Thomas College, Waterville, Maine, November 1971

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Conference Reports, *Educational Facilities, *Educational Planning, *Educational Research, *Higher Education, *Institutional Research

This document presents the proceedings of the 1971 Conference of Higher Education Institutional Research and Planning, sponsored by the State of Maine Higher Education Facilities Commission. The text of the main address and conference program are presented. Results of a follow-up questionnaire and a list of conference attendees are also included. (MJM)

ED 077 433 HE 004 255
Campus Disorders: A Symposium of Relevant Papers.

Association of Physical Plant Administrators, Corvallis, Oreg.

Pub Date 25 Apr 69
Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Disobedience, *College Students, *Demonstrations (Civil), Dissent, Law Enforcement, Police, *Police Action, *Police School Relationship, Police Seminars, Student Attitudes

This document presents a symposium of papers concerning campus disorder. Papers are divided into three sections: background, actions, and tools at hand. Articles present the problems facing police officers and their reactions and solutions to campus disturbances. (MJM)

ED 077 434 HE 004 256
Comparative Unit Cost and Wage Rate Report on Maintenance and Operation of Physical Plants of Universities and Colleges.

Association of Physical Plant Administrators, Corvallis, Oreg.

Pub Date 71
Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Cost Effectiveness, Costs, Educational Economics, Educational Finance, *Higher Education, *Operations Research, *Physical Facilities, *School Maintenance, Universities, *Wages

This report compiles unit cost and wage rate information for fiscal year 1969-70 on maintenance and operation of physical plants of universities and colleges. Data are divided into unit costs per gross feet and wage rate survey. Each section is grouped by region, enrollment, and by top level of academic program. The appendix includes questionnaire forms and adopted standards. (MJM)

ED 077 435 HE 004 260

OSHA: Implications for Higher Education.
National Association of Coll. and Univ. Business
Officers, Washington, D.C.

Report No.—SR-73-1

Pub Date 5 Mar 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, *Health
Guides, *Higher Education, *Safety, *School
Safety

Identifiers—*Williams Steiger Occupational
Safety Health Act

Presented in this document are several articles
concerning recommendations about the Occupa-
tional Safety and Health Act of 1970 (OSHA)
and its implications for higher education. It is
time for an educated look at facilities and pro-
grams and the beginning of plans which, in the
long run, will bring colleges and universities into
compliance with OSHA standards and record-
keeping requirements. A 3-pronged planning ap-
proach to OSHA compliance is recommended:
(1) establish a formal working framework to
coordinate OSHA-related matters within the in-
stitution; (2) once a formal structure has been
established and experts are thoroughly versed on
OSHA standards and recordkeeping require-
ments, begin to relate OSHA regulations to
specific institutional facilities and programs; and
(3) allocate financial resources for compliance.
(Author/HS)

ED 077 436 HE 004 261

Policy on Out-of-State Enrollment.

Kentucky Council on Public Higher Education,
Frankfort.

Pub Date 9 Aug 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Enrollment, Fees, *Higher Educa-
tion, *Nonresident Students, *Residence
Requirements, *Resident Students, State Col-
leges, Statewide Planning, Student Costs, Tui-
tion

Identifiers—*Kentucky

This document describes the various qualifica-
tions for students to be classified as in-state or
out-of-state students, primarily for purposes of
tuition and fee charges, in state colleges and
universities in Kentucky. Briefly stated, a student
over the age of 18 years old who resides in the
state without benefit of support by his parent or
guardian, or any student whose parent or guard-
ian resides within state and supports the student
may be classified as an in-state student. As of the
fall term 1973, the combined undergraduate out-
of-state enrollment in all of the state institutions
is to be limited to 15 percent of the total enroll-
ment with no more than 20 percent out-of-state
enrollment at any individual institution. (HS)

ED 077 437 HE 004 262

Eko, Ewa U.

**The Development of African and Afro-American
Studies: A Consortium Approach.**

Six Institutions' Consortium, Greensboro, N.C.

Spons Agencies—Bureau of Higher Education (D-
HEW/OE), Washington, D.C. Div. of Coll.
Support.

Pub Date 29 Mar 73

Note—17p.; Paper presented at the Fourth An-
nual Invitational Workshop on African and
Afro-American Studies, Bennett College, North
Carolina, March 29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Con-
sortia, *Cooperative Programs, *Cultural Edu-
cation, Educational Coordination, Ethnic Stud-
ies, *Higher Education, Negro Education,
Program Descriptions, Shared Services

This conference paper reports the development
of African and Afro-American Studies in a six in-
stitution consortium. Following introductory
material, three phases of the project are re-
viewed: curriculum development and cultural
enrichment in the areas of social science and
literature, arts and humanities, and life sciences.
Additional information concerns faculty and cur-
riculum development, implementation of the pro-
ject 1972-73, dissemination of project outcomes,
and project evaluation 1969-72. A brief summary
is included. (MJM)

ED 077 438 HE 004 263

Steinbach, Sheldon Elliot

**Equal Employment Opportunity Pressures on Col-
leges and Universities—Present and Pending.**

American Council on Education, Washington,
D.C. Commission on Federal Relations.

Pub Date [73]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, College Faculty,
*Equal Opportunities (Jobs), Equal Protection,
*Federal Legislation, *Higher Education,
Professors, *Racial Discrimination, *Sex Dis-
crimination

Presented in this paper is a discussion of var-
ious federal demands and their ramifications con-
cerning nondiscriminatory employment practices
in higher education. These demands require that
colleges and universities desiring or holding
federal contracts eliminate all traces of dis-
criminatory practices with regard to faculty
recruitment, hiring, anti-nepotism policies, place-
ment, job classification and assignment, promo-
tion, termination, conditions of work, salary
rights and benefits, leave policies and fringe
benefits. A complaint of discrimination may be
filed by or on behalf of an individual or by one of
the Commissioners of the Equal Employment Op-
portunity Commission (EEOC). Notice of the
charge is forwarded to the employer within 10
days stating the date, place and circumstances of
the alleged unfair employment practice. After an
investigation, if a finding of discrimination is con-
firmed and the employer and complainant have
failed to reach conciliation, the individual or the
Commission may file suit. If a court finds that an
employer has intentionally engaged in an unlaw-
ful employment practice, it has the authority to
enjoin the respondent from such practices, order
affirmative action that may be necessary, and any
other equitable relief that it may deem ap-
propriate. (HS)

ED 077 439 HE 004 264

**Colorado Colleges: Working Conditions and New
Faculty Members 1970-1971.**

Colorado Education Association, Englewood.

Pub Date Nov 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Faculty, *Fringe Benefits, *Higher
Education, *Instructional Staff, Questionnaires,
*Salaries, Staff Utilization

Identifiers—*Colorado

This booklet relates the results of a study con-
ducted for the year 1970-71 of Colorado institu-
tions of higher learning. It gives a profile of newly
hired faculty members and indicates the number
of applicants for each position. Also presented
are the working conditions, fringe benefits and
faculty salaries for each college. Appendices in-
clude the two questionnaires used to obtain data
and a publications list for the Colorado Educa-
tional Association. (MJM)

ED 077 440 HE 004 266

**Student Enrollment in New England Institutions of
Higher Education, Fall 1972.**

New England Board of Higher Education, Wel-
lesley, Mass.

Pub Date Apr 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Enrollment, *Enroll-
ment Rate, *Enrollment Trends, *Higher Educa-
tion, Research, Research Projects, *School
Statistics, Statistical Data

Identifiers—*New England

Student enrollment in New England institutions
of higher education for the fall 1972 are re-
ported. Following introductory material, New En-
gland enrollment, first time students, residence
data, institutional data, and U.S. enrollment are
discussed. Appendices include statistical enroll-
ment data for Vermont, New Hampshire, Maine,
Rhode Island, Connecticut and Massachusetts
and enrollment statistics by institutional control
and level. (MJM)

ED 077 441 HE 004 267

**Student Enrollment in Institutions of Higher Edu-
cation in the Boston Standard Metropolitan
Statistical Area, Fall 1972.**

New England Board of Higher Education, Wel-
lesley, Mass.

Pub Date Apr 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Enrollment, *Enroll-
ment Rate, *Enrollment Trends, *Higher Educa-
tion, Research, Research Projects, *School
Statistics, Statistical Data

Identifiers—*Boston

Student enrollment in institutions of higher
education in the Boston Standard Metropolitan
Statistical Area (SMSA) for the fall of 1972 are
reported. Emphasis is placed on total enrollment,
control of institution, level of students, first time
students, and residence of undergraduates. Tables
include statistical data concerning student enroll-
ment and components of the SMSA. (MJM)

ED 077 442 HE 004 268

Bess, James L. And Others

**The Stony Brook Student Affairs Professional
Staff: Attitudes and Activities.**

State Univ. of New York, Stony Brook. Group
for Human Development and Educational Pol-
icy.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Professional
Personnel, School Services, Staff Utilization,
Student Attitudes, *Student Needs, *Student
Personnel Services, *Student Personnel Work-
ers

Identifiers—*State University of New York at
Stony Brook

This report is the third of three documents
designed to provide information concerning the
student at Stony Brook. The attitudes and activi-
ties of the Stony Brook Student Affairs Profes-
sional Staff is discussed in relation to background
and preparation for student affairs work, orienta-
tion and adaptation to Stony Brook, educational
policy and staff attitudes, and professional staff
roles. Recommendations and conclusions are in-
cluded. Related documents are HE 004 269 and
HE 004 270. (MJM)

ED 077 443 HE 004 269

Bess, James L. And Others

**Faculty at Stony Brook and Their Relations with
Students.**

State Univ. of New York, Stony Brook. Group
for Human Development and Educational Pol-
icy.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Faculty, Faculty
Evaluation, *Higher Education, Research,
Research Projects, *Student Needs, *Student
Teacher Relationship, *Teacher Influence,
Women Professors

Identifiers—*State University of New York at
Stony Brook

This document is the second of three reports
designed to provide information concerning the
student at Stony Brook. The report discusses the
faculty at Stony Brook and their effect on student
movement through their undergraduate years.
Emphasis is placed on the teaching-research
profession, faculty teaching roles, other faculty
roles, faculty satisfactions, background charac-
teristics and life styles, and women faculty at
Stony Brook. Summary, recommendations and
recapitulation are presented. Related documents
are HE 004 268 and HE 004 270. (MJM)

ED 077 444 HE 004 270

Bess, James L. And Others

**Academic and Nonacademic Student Life at Stony
Brook.**

State Univ. of New York, Stony Brook. Group
for Human Development and Educational Pol-
icy.

Pub Date 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, College
Housing, College Students, *Higher Education,
Research, Research Projects, Student Attitudes,
*Student Needs, *Student Participation, *Stu-
dent School Relationship, Universities

Identifiers—*State University of New York at
Stony Brook

This document is the first of three reports
designed to provide information on the student at
Stony Brook. The academic and nonacademic
student life at Stony Brook is discussed in rela-
tionship to the entering students; academic life;
the social and psychological dimensions; the re-
sidences; the services and peer helping; women
undergraduates; student participation, communi-
cation, and integrated education; commuters;
minority students; and preparation for a new life
style. Related documents are HE 004 269 and
HE 004 268. (MJM)

ED 077 445 HE 004 271

Graziano, Anthony F.
The Effect of Inflation Upon Expenditures of Illinois Public Senior Institutions.
 Illinois Univ., Champaign.
 Pub Date [72]
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Costs, *Economic Development, *Educational Economics, Educational Finance, *Higher Education, *Money Systems, Operating Expenses, *Statewide Planning
 Identifiers—*Illinois

In this document, the author compares institutional costs at higher education institutions in Illinois between 1958 and 1971. In order to do this, it was necessary to deflate 1971 dollar expenditures and express them in terms of 1958 dollars. Measured in 1958 dollars, expenditures have increased by 397% to \$446.7 million using the Consumer Price Index (CPI) factor, and by 298% to \$358.2 million using the Gross National Product Implicit Deflator for State and Local Government Purchases of Goods and Services (GNP) factor. Comparisons of cost and outputs are made for state colleges and universities and private institutions within the state. (HS)

ED 077 446 HE 004 272

Graziano, Anthony F.
Enrollment Patterns Accommodating the Demand for Higher Education in the State of Illinois.
 Illinois Univ., Champaign.
 Pub Date [72]
 Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, Admission Criteria, Educational Improvement, *Enrollment, *Enrollment Trends, *Higher Education, Junior Colleges, Private Colleges, *State Colleges, *Statewide Planning
 Identifiers—*Illinois

A comparison of all Illinois public and private educational institutions reveals that the public sector has expanded to accommodate the great demand for college enrollment that resulted from the youth bulge created by the high birth rates of the 20-year period following World War II. While it is true that the public junior college system has contributed significantly to the enrollment shift from the private to the public sector, the public senior institutions in Illinois have expanded enrollment so that now the total number of students enrolled in the public senior sector exceeds the enrollment of the private senior institutions. In the late 1960's as the growing demand for college enrollments outstripped the enrollment capacity of the public senior institutions, entrance requirements were raised to limit the size of applicant pools to the best academically qualified students. As Illinois public senior institutions admit better academically qualified freshmen, there has been a marked improvement in the retention of these students through succeeding enrollment levels and on through graduation. (HS)

ED 077 447 HE 004 273

Graziano, Anthony F.
Ability Measures—The Matching of Student Characteristics and Objectives to Institutional Mission.
 Illinois Univ., Champaign.
 Pub Date [73]
 Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Academic Achievement, *Educational Opportunities, *Equal Education, Grade Prediction, *Higher Education, Predictive Measurement, Predictor Variables, Student Interests, *Student Needs

Aptitude for academic achievement is the major intended selection criteria for college enrollment in Illinois. The differentiated system of higher education attempts to match student ability, needs and aspirations to broadly defined institutional missions, and there is a broad spectrum of diversity within that system. Aspirations for achievement, high school grade averages, and ACT test scores of entering college freshmen increase with the level of institution enrolling those students. Without a tremendous increase of resources and without a major upheaval of the existing system it appears impossible to meet the public's expectations for protection of academic quality and for expansion of equality of educational opportunity and access to higher education. In the short run, expansion of opportunity

and better education can perhaps be achieved more efficiently by improving the quality of educational attainment in the primary and secondary schools, particularly schools that serve the deprived. In the long run, equality of educational opportunity and access to higher education depend on sweeping social reform. (Author/HS)

ED 077 448 HE 004 275

Chase, Clinton I. Thompson, Robert
Predicting Success for University Freshmen.
 Indiana Univ., Bloomington. Bureau of Educational Studies and Testing.

Pub Date 73
 Note—11p.; Indiana Studies in Prediction No. 1. Supplement 4

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*College Freshmen, Grade Point Average, *Grade Prediction, *Grades (Scholastic), *Higher Education, *Predictive Measurement

Identifiers—*Indiana University
 In the fall of 1961, the Indiana Bureau of Educational Studies and Testing developed a procedure for predicting the first semester grade point average (GPA) on entering freshmen at the Indiana University from a combination of their CEEB Scholastic Aptitude Test (SAT) scores and their high school ranks (HSR). This document is the third revision of the procedure based on the entering freshman class of fall 1972. The basic descriptive data (means and standard deviations of scores) are given in Table 1. Then the SAT scores were maximally weighted with HSR to produce the most accurate prediction of first semester GPA. This analysis was conducted separately for men and women. (Author/HS)

ED 077 449 HE 004 277

Open Doors 1972. Report on International Exchange.
 Institute of International Education, New York, N.Y.

Pub Date 73
 Note—75p.
 Available from—Institute of International Education, 809 United Nations Plaza, New York, New York 10017 (\$4.00)

Document Not Available from EDRS.
 Descriptors—*Cultural Exchange, *Foreign Students, *Higher Education, International Education, Statistical Data, *Student Exchange Programs, *Study Abroad

The academic year 1971-72 marked the first time in 6 years that there was no significant change in the number of foreign students reported enrolled in U.S. colleges and universities compared to the total for the year before. The number of U.S. students reported abroad, on the other hand, was slightly higher than the total reported in 1970-71 and the highest figure ever reported. This document presents statistics concerning foreign students in the U.S. and U.S. students studying abroad by such variables as sex, home country or state, financial support, academic level, and field of study. In addition, information is also given for foreign scholars and faculty members in the U.S. and U.S. scholars studying abroad. (HS)

ED 077 450 HE 004 278

Manpower and Financial Resources Allocated to Academic Science and Engineering Activities, 1965-71.
 National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.
 Report No.—NSF-72-302
 Pub Date 20 Mar 72
 Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Colleges, Educational Finance, Educational Programs, *Engineering Education, *Higher Education, *Manpower Utilization, Research, *Resource Allocations, *Science Education, Universities

This report summarizes the results of the National Science Foundation's biennial survey of manpower and financial resources for scientific engineering activities at institutions of higher education, 1971. The survey was conducted by mail questionnaires sent to 2,198 universities and colleges that maintained science and engineering programs, and was comparable in scope and coverage to previous NSF biennial surveys conducted since 1965. Usable questionnaires were received from about three-fourths of these institutions. Figures shown in this report, however,

represent universe totals, since they include estimates for all nonrespondents. For the purposes of this report "universities and colleges" include all organizational components of such institutions except 35 university-administered federally funded research and development centers, for which a summary is presented at the end of this report. (Author/MJM)

ED 077 451 HE 004 280

The Critical Role of Organized Research in Texas Higher Education.
 Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date 72
 Note—8p.; Study Paper 13

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Educational Change, *Educational Finance, Educational Needs, *Educational Research, *Higher Education, *Research Utilization, *Resource Allocations, School Community Cooperation, Universities
 Identifiers—*Texas

The role of organized research in Texas higher education is examined with emphasis on the relationship of research to teaching and learning, the quality of academic programs, and the needs of the state and its citizens. University utilization of research funds are reviewed in four areas. These areas include state planning, educational improvement, management of natural resources, and protection of the environment and its peoples. (MJM)

ED 077 452 HE 004 282

Long Term Educational Attainment in the United States.
 Illinois Univ., Champaign. Long-Range Planning Committee.

Pub Date May 71
 Note—8p.
 Journal Cit—Long-Range Planning Newsletter; v2 n4 p1-8 May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Aspiration, Decision Making, *Degrees (Titles), *Educational Demand, Educational Improvement, Educational Needs, Educational Planning, *Educational Quality, Elementary Education, *Higher Education, Secondary Education

This paper examines the long term trends in degree productivity and the effects of national policy and decisionmaking upon those trends. The examination is based on a historical perspective, a review of demography, degrees and statistical data. Projections of the relative rates of growth of the four levels of educational attainment (high school, baccalaureate, masters and doctorate) are presented. Conclusions indicate the need for quality in education: (a) improve the quality of educational attainment in the elementary and secondary school systems, (b) improve the quality and expand occupational preparation in the 2-year colleges, (c) improve the quality of the programs at the baccalaureate level where institutional growth can and must be provided, and (d) preserve advance degree programs of high quality where they presently exist. A 15-item bibliography is included. (MJM)

ED 077 453 HE 004 283

Toward Greatness in Higher Education.
 Ford Foundation, New York, N.Y.
 Pub Date Dec 64

Note—40p.
 Available from—Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York 10022 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, Educational Improvement, Financial Support, *Foundation Programs, *Higher Education, Improvement Programs, *Incentive Grants, Private Colleges, Private Financial Support
 Identifiers—*Ford Foundation

In September 1960, the Ford Foundation announced a Special Program in Education; and the first grants under that program. The purpose of the program is to strengthen American higher education by assisting selected private universities and colleges in different regions of the country to reach and sustain new levels of academic excellence, administrative effectiveness, and financial support. As of mid-December, 1964, a total of \$218.5 million had been granted under the pro-

gram to 10 universities and 47 colleges. To obtain the full amount of the grants, the recipients are required to match the Foundation's funds in varying ratios by raising funds from other private sources. In general, the program has been most dramatically successful in underlining and reaffirming philanthropy as the great third force in college financing, an essential partner in support of higher education along with tax support and student tuition. Its impact is a new challenge to the convictions of citizens, boards of corporations, labor unions, churches and others in maintaining the diversity, responsiveness, and flexibility in our system of higher education in America. (Author/HS)

ED 077 454 HE 004 284

The Pay of Professors.

Ford Foundation, New York, N.Y.

Pub Date Feb 62

Note—41p.

Available from—Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York 10022 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Educational Finance, Faculty Promotion, *Foundation Programs, *Higher Education, *Incentive Grants, Professors, *Teacher Salaries, Teacher Welfare Identifiers—*Ford Foundation

In 1955, in the largest single action in American philanthropic history, the Ford Foundation appropriated \$260 million to help raise the salaries of teachers in American colleges and universities under the College Grants Program. The program had 2 parts: endowment grants totaling \$2.0 million and accomplishment grants totaling \$50 million. The endowment grants, made to all of the 630 participating colleges, stipulated that the funds were to be invested, that for 10 years only the investment income was to be used, and that the income was to be applied solely to faculty salaries. Accomplishment grants were added to the endowment grants received by 126 of the colleges and universities in recognition of special efforts they had already made to improve the status and compensation of their teachers. This report, midway in the 10-year period during which the bulk of the funds can be used only as endowment for faculty salaries, describes the setting of the program, the reaction of the recipients and the public, allocation of the grants by the recipients, and the effect of the program on problems of American higher education. (HS)

ED 077 455 HE 004 285

Graziano, Anthony F.

Future Funding Alternatives-Urbana-Champaign.

Illinois Univ., Champaign.

Pub Date [73]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Costs, Educational Change, *Educational Finance, *Higher Education, Models, *Program Budgeting, Statistical Data Identifiers—*University of Illinois, Urbana

Future funding alternatives for the University of Illinois, Urban-Champaign are presented. Four variations of budget projection models were analyzed in relation to two basic sets of assumptions. Both assumptions assumed an annual rate of increase for salaries and wages and expense and equipment. The two versions vary the treatment of equipment replacement and new programs. The various projections were carried out to the year 2000 and plotted in order to emphasize the difference in various methodologies. Charts, tables, and appendices of statistical data are presented. (MJM)

ED 077 456 HE 004 287

Graziano, Anthony F.

Population Characteristics: Their Relationship to

School and College Enrollments.

Illinois Univ., Champaign.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Educational Needs, *Enrollment Trends, *Higher Education, High School Students, *Population Trends, Social Influences, Statistical Data Identifiers—*Illinois

The relationship of population characteristics to school and college enrollments in Illinois are discussed. Emphasis is placed on the numbers of youth and educational attainment. The author

suggests that although the Illinois high school graduation rate is lower than that for the nation, the college participation rate of people who do graduate from Illinois high schools is higher than the national average. The need for public policy in the area of college enrollment is recommended. Appendices include statistical data. (MJM)

ED 077 457

HE 004 288

Graziano, Anthony F.

Migration of Illinois Students and Residence of Illinois Enrollees.

Illinois Univ., Champaign.

Pub Date [68]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Enrollment Trends, Graduate Students, *Higher Education, *Migration Patterns, Nonresident Students, Private Colleges, Resident Students, *Student Mobility

Identifiers—*Illinois

The migration of Illinois students and residence of Illinois enrollees are examined on the undergraduate, graduate and professional level in both public and private institutions. Results indicate the migration of Illinois residents to the public and private institutions of other states in larger than the migration of residents of other states into Illinois institutions. At the graduate and professional level, the migration of nonresidents into Illinois public institutions is offset by approximately equal migration of Illinois residents into the public institutions of other states. In the private sector, about twice as many graduate and professional students migrate into Illinois institutions than do Illinois residents migrate to private institutions in other states. Appendices include charts representative of enrollment and migration patterns. (MJM)

ED 077 458

HE 004 291

Leslie, Larry L.

The Trend Toward Government Financing of Higher Education Through Students: Can The Market Model be Applied?

Pennsylvania State Univ., University Park. Center

for the Study of Higher Education.

Report No—PSU-19

Pub Date Jan 73

Note—24p.

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802 (Free on a limited basis)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Finance, Federal Aid, *Federal Government, *Higher Education, Management Systems, Marketing, *Money Management

In the past several years a trend toward government funding of higher education through students has been emerging. This trend, which proposes to apply the market model to higher education, is largely the work of well-meaning economists, persons possessing only the high motives of equalizing opportunity and improving efficiency in higher education. Their motives are so fine that less desirable, noneconomic outcomes have not received careful consideration. After careful study of the trend, it is felt that the market model probably cannot and should not be applied to higher education, the reasons for this being that higher education, as presently designed, does not sufficiently represent a marketplace. In addition, it is felt that such a system has limited goals, imposes federal restrictions that may not be overcome by many institutions, and creates a limited public service because of the restrictions. It is recommended that the priorities of higher education be reexamined to determine the logical order of the economic and social factors involved. (Author/HS)

ED 077 459

HE 004 292

Dutton, Jeffrey E. Blanford, Barbara A.

Enrollment of Junior-Year Students (1971 and 1972).

American Council on Education, Washington,

D.C. Higher Education Panel.

Pub Date 23 Apr 73

Note—18p.; Survey Number 12

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Majors, *Departments, *Enrollment Trends, Graduate Study, *Higher Education, *Specialization, Undergraduate Study

This survey concerns the enrollment of junior year students in specified areas or fields during the fall of 1972. Its aim was to obtain information about trends in choice of major field in advance of the usual data on baccalaureates granted and thus to assist graduate departments in planning for enrollments in specified areas. Over all fields, junior year enrollment increased 3.2% from fall 1971 to fall 1972. The largest increase occurred in the major area of health professions (19.5%) and was largest in the public universities (25.8%). The life sciences were next, increasing by 12.8% in junior year enrollment. The applied social sciences and business and commerce were the next two, showing overall increases of 8.3% and 7.1% respectively. Moderate gains were noted in the public sector and slight losses noted in the private sector. (HS)

ED 077 460

HE 004 293

Woodrow Wilson National Fellowship Foundation. Report for 1971-1972.

Woodrow Wilson National Fellowship Foundation, Princeton, N.J.

Pub Date [72]

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Finance, Fellowships, *Financial Support, *Foundation Programs, *Higher Education, Scholarships

Identifiers—*Woodrow Wilson National Fellowship Foundation

This document presents the annual report for the Woodrow Wilson National Fellowship Foundation for 1971-72. Included in the report are a listing of the Board of Trustees; a listing of the officers and staff of the Foundation; descriptions of the First Year Fellowship Program, the Dissertation Fellowships, the Internship Programs, the Martin Luther King, Jr. Fellowships, and the National Humanities Series; descriptions of other activities; and a financial report of the Foundation. (HS)

ED 077 461

HE 004 294

Sells, Lucy W.

Availability (sic) Pools as the Basis for Affirmative Action.

Pub Date 5 May 73

Note—10p.; Paper presented at the 44th Annual Meeting, Pacific Sociological Association, Camelback Inn, Scottsdale, Arizona, May 5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Demand, *Feminism, *Higher Education, Manpower Needs, *Manpower Utilization, *Minority Groups, *Staff Utilization, Universities

Identifiers—*Affirmative Action Plan

This paper argues that Affirmative Action requires both greater use of persons in the existing pool of qualified persons in the context of hiring for university faculty positions, and long range action to increase the number of women and minorities in that pool. First, it will indicate doctoral production. Second, it demonstrates that, at least for women, the already available pool is not being adequately used. Third, it will show that certain persons have, until very recently, been systematically filtered out of the pool. Fourth, it concludes by suggesting that really effective affirmative action requires an educational process aimed at three target groups: those who do the hiring, those who seek access to the pool of doctorates, and those who have traditionally contributed to the filtering process which has kept women and minorities out of the pool. (Author/MJM)

ED 077 462

HE 004 295

Fidler, Paul P. McDill, James

Degree Plans of Entering Freshmen at University of South Carolina.

South Carolina Univ., Columbia. Div. of Student Affairs.

Pub Date 10 May 73

Note—6p.; Research Notes No. 14-73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Aspiration, *College Freshmen, *Degrees (Titles), *Higher Education, Research, Research Projects, *Student Attitudes

Identifiers—*University of South Carolina

To assess the degree plans of entering freshmen at the University of South Carolina (U.S.C.), a questionnaire prepared by the American Council on Education was administered to incoming

freshmen at U.S.C. and 527 other institutions of higher education during summer and fall orientation 1972. The resulting summary data included information on entering freshmen at the U.S.C. and weighted normative data based on questionnaire results from 42 participating universities. The first part of this report examines the higher education plans of U.S.C. freshmen for the years 1968, 1970, and 1972 and compares them to the national university norms for the corresponding time periods. An analysis by sex is presented for the U.S.C. freshmen classes of 1971 and 1972 and the corresponding national university norms. Results indicate U.S.C. entering freshmen plan to pursue graduate and professional degrees less frequently than their national counterparts, law degree plans represented the only area in which U.S.C. freshmen exceeded the national norms, U.S.C. female freshmen were more likely to seek nonprofessional graduate degrees than were male freshmen, and U.S.C. male freshmen were likely to seek professional degrees than were U.S.C. female freshmen. (MJM)

ED 077 463 HE 004 297

Toward Equal Opportunity for Higher Education. Report of the Panel on Financing Low-Income and Minority Students in Higher Education.

College Entrance Examination Board, New York, N.Y.

Pub Date 73

Note—82p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Disadvantaged Youth, Economically Disadvantaged, *Educational Opportunities, *Equal Education, *Financial Support, *Higher Education, *Minority Groups, Negro Education. In May 1970, the College Scholarship Service of the College Entrance Examination Board convened a panel of 11 individuals concerned with the educational needs of students from poverty and minority populations. Their task was to define, from their own perspectives, the higher educational needs of not only minority youth but all young people from backgrounds of poverty, and to develop recommendations for social policies that could lower the most persistent barrier to undergraduate higher education for the poor, lack of money. This, the panel's final report, seeks to give structure and measure to the national commitment required to fulfill the needs of the poor and minority youth for higher education. The panel proposes a new federal program of grants, loans and special services that would provide the dollars necessary not only to fulfill the expectations of the poor for higher education, but also to match the promise of this society of equal opportunity for all its citizens. The dollar cost of lowering the financial barriers to higher education are great, but the social costs of continuing current inequities are even greater. Only with equal educational opportunity can there be equal economic and social opportunity. See also ED 046 333. (Author/HS)

ED 077 464 HE 004 298
Higher Educational Needs of the Lower West Coast [Florida].

Florida Board of Regents, Tallahassee.

Pub Date 73

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Needs, Educational Planning, *Higher Education, Research, Research Projects, *State Surveys, *State Universities, *Statewide Planning
Identifiers—*Florida

This study reports the higher educational needs of the persons living in lower west Florida counties from Manatee to Collier, identifies the most feasible course of action to meet those needs and assesses the consequences ensuing from adding to the state university system. Chapters cover access to public higher education, expansion of the state university system, population growth and higher education, enrollment patterns in the 9-county area, higher education needs of the lower west coast, junior colleges as a source of upper-division enrollment, future enrollment projections, the impact of resource allocation in expanding public higher education, alternative courses of action, and projected cost estimates for expanding public higher education. Appendices include research material. (MJM)

ED 077 465 HE 004 299
Stalemate or Progress: A Follow-up Survey on the Status of Women in New Jersey Higher Education.

American Association of Univ. Professors, Washington, D.C.

Pub Date 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Rank (Professional), Colleges, Faculty, Governance, *Group Status, *Higher Education, Research, Research Projects, *Sex Discrimination, *Social Status, Tenure, Universities
Identifiers—*New Jersey

The status of women in the colleges and universities in New Jersey was determined by questionnaire responses from accredited institutions in New Jersey. Twenty-one institutions completed the questionnaire form. Analysis of responses cover women and tenure; a general picture and percentages of women on faculties, 1971-72 and 1972-73; percentages of women faculty by classes of institutions both in New Jersey and by nationwide comparison; percentages of women by faculty ranks in comparison to men; women as parttime faculty; women in administration; and women on governing boards. The summary of responses indicates that women do not generally hold tenured positions; the percentages of women for classes of institution, faculty ranks show little gain; and women are still even less in evidence as members of governing boards than on faculties and administrations. Appendices include statistical data. (MJM)

ED 077 466 HE 004 301
Annual Report 1972 (3rd, Louisiana Coordinating Council for Higher Education).

Louisiana State Coordinating Council for Higher Education, Baton Rouge.

Pub Date Jun 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Educational Change, *Higher Education, *Master Plans, Private Colleges, Program Descriptions, *Statewide Planning
Identifiers—*Louisiana

This document presents the third annual report of the Louisiana Coordinating Council for Higher Education. Emphasis is placed on the development of a master plan for higher education in Louisiana. Details of the master plan and implementation of it are described. Additional information concerning new degree program review, campus expansion and research are presented. The appendix includes a 14-year enrollment estimates for 24 public and private institutions of higher education in Louisiana. (MJM)

ED 077 467 HE 004 303
Klahr, David

Educational Research and Development Unit Graduate School of Industrial Administration, Carnegie-Mellon University. Third Annual Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. Graduate School of Industrial Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Dec 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Curriculum Development, Educational Innovation, Educational Objectives, Graduate Study, *Higher Education, *Individualized Curriculum, *Models, Systems Approach

The Educational Research and Development Unit (ERDU) of the Graduate School of Industrial Administration at Carnegie-Mellon University was formally established in January 1970 by a 5-year grant from the Ford Foundation. This report describes the research and development activities in which ERDU was engaged from January to December 1972 for the Ford Foundation. The principal activity during that year was the further development and programming for the Educational Assembly System. (EAS), a system that can generate information about educational materials organized in a curriculum best suited to each individual user. The data base of the system consists of 2 parts: (a) structured descriptions of educational goals and materials, and (b) a network of work relationships. Both of these are created by various subject matter experts. The

user inputs his goal, including information about the area, level, time he wants to spend, etc., and the system interacts with questions about possible inconsistencies, prerequisites and other relevant information. Finally the student is presented with the optimal curriculum. (HS)

ED 077 468 HE 004 304

Anzalone, J. S., Ed.

Curriculum Adaptation in Urban Affairs.

Southern Regional Education Board, Atlanta, Ga. Pub Date 73

Note—45p.; Proceedings of a workshop of the Consortium for Curriculum Adaptation in Urban Affairs, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Programs, *Higher Education, *Program Development, Social Problems, *Urban Education, *Urban Studies, Workshops

This report provides a record of the workshop sponsored by the Southern Regional Education Board during April 1973 concerning curriculum adaptation in urban affairs. Four presentations are covered: purposes of urban affairs programs at colleges and universities, productive and non-productive approaches in the establishment of undergraduate urban affairs programs, techniques of curriculum adaptation, and the application of specific discipline content to courses in urban affairs. Workshop participants are listed. (MJM)

ED 077 469 HE 004 306

Student Enrollment, Fall 1972. Virginia State-Controlled Institutions of Higher Education.

Virginia State Council of Higher Education, Richmond.

Pub Date Mar 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Enrollment, *Higher Education, *State Colleges, *State Universities, *Statewide Planning
Identifiers—*Virginia

This document presents a report on the fall 1972 head count and fulltime equivalent student enrollment (including off-campus students) in Virginia's state-controlled institutions of higher education. Its figures and tables summarize student enrollments for individual institutions, for groups of institutions (2-year and 4-year), and for all state-controlled institutions for the fall semester or quarter, 1972. (Author)

ED 077 470 HE 004 307
Conditions and Responsibilities of Professional Employment in Higher Education.

Commission on Higher Education, Newark, N.J. Middle States Association of Colleges and Secondary Schools.

Pub Date Jul 72

Note—7p.; Revised July 1972

Available from—Middle States Association of Colleges & Secondary Schools, Commission on Higher Education, 1 Gateway Center, Newark, New Jersey 07102 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Freedom, *Administrator Guides, Collective Bargaining, Faculty Promotion, Faculty Recruitment, *Higher Education, Leave of Absence, *Personnel Policy, *Professors, Promotion (Occupational), Teacher Improvement, Teacher Promotion, *Teacher Welfare, Tenure

Each institution of higher education determines its own conditions and responsibilities of professional employment based on principles of equity and due process. A faculty manual should present clearly and concisely an institution's policies and procedures related to professional employment, and all arrangements between individuals and institutions should be stated and accepted in writing. This document presents some guidelines for the development of policy statements with regard to faculty recruitment, appointment, tenure, academic freedom, salaries and promotions, academic loads, the development of teaching competence, outside employment, leaves of absence, collective bargaining, retirement, and pensions. (Author/HS)

ED 077 471 HE 004 309
Functions of Boards of Trustees in Higher Education.

Commission on Higher Education, Newark, N.J. Middle States Association of Colleges and Secondary Schools.

Pub Date Apr 71

Note—Sp.; Revised April 1971

Available from—Middle States Association of Colleges and Secondary Schools, Commission on Higher Education, One Gateway Center, Newark, New Jersey 07102 (\$5.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Role, *Educational Administration, *Governance, *Governing Boards, *Higher Education

Many different kinds of structure and procedures characterize the governing boards of American institutions of higher education. A board's effectiveness does not depend on adherence to any particular pattern but on the clear understanding of its function and acceptance of responsibility for it. This document presents some primary aspects of the governing board's role and of generally accepted principles under which successful boards work. (Author)

ED 077 472 HE 004 310

Otto, David J.

A Study of the Pass/Fail Grading System.

Alberta Univ., Edmonton. Office of Institutional Research and Planning.

Pub Date 1721

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Grades (Scholastic), *Grading, *Higher Education, International Education, *Pass Fail Grading, *Student Evaluation

Identifiers—University of Alberta

Experience with the pass/fail system at the University of Alberta and a review of the literature has shown that (1) pass/fail does not seem to motivate the student to learn; (2) students do not use it as a vehicle to explore outside their major; and (3) students do fewer of the assigned readings and attend fewer classes in courses elected under pass-fail than they do with courses elected under the conventional grading system. Despite conclusive evidence, the author is reluctant to recommend abandoning nontraditional grading. The two reasons advanced are: it is too early in the innovational development to measure the real impact on the student, and nontraditional grading may do more to foster a lifetime of learning attitude. (Author/HS)

ED 077 473 HE 004 314

Haggstrom, Gus W.

The Growth of Graduate Education in the Post-Sputnik Era.

Spons Agency—Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 711

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, *Enrollment Influences, Enrollment Projections, *Enrollment Trends, *Graduate Students, *Graduate Study, *Higher Education

This is a statistical study of the growth of graduate enrollments and degree production in the United States during the post-Sputnik era. The purpose of the study is to provide better knowledge of the flow of college graduates through the graduate schools and to assess the effects of such factors as the draft, the G.I. Bills, and federal support for graduate students upon graduate enrollments and advanced degree production. The study provided a basis for making a range of long-term projections of future growth in graduate education. (Author)

ED 077 474 HE 004 315

Haggstrom, Gus W.

The Growth of Higher Education in the United States.

Spons Agency—Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date Apr 71

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Educational Planning, Enrollment Influences, *Enrollment Projections, *Enrollment Trends, Graduate Students, *Higher Education, *Undergraduate Study

This paper is a statistical study of the growth of higher education in the United States with emphasis upon trends in student enrollment patterns at all levels. The flow of students from high school graduation through the graduate schools is described through an examination of graduation rates, entrance and attrition rates at each

level, and the effects upon enrollments of such factors as the draft, G.I. Bills, the junior college movement, and economic factors. Long-term projections of degree production and enrollments in various categories are given based upon statistical models which combine the information provided by past trends in the enrollment patterns with assumptions about the future leveling off of enrollment rates at all levels. (Author)

ED 077 475 HE 004 323

Sells, Lucy W.

Sex and Discipline Differences in Doctoral Attrition.

Pub Date 7 Jan 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Rate, *Dropout Research, *Graduate Students, Graduate Study, *Higher Education, *Sex Differences

Identifiers—*Woodrow Wilson Fellows

This document presents a series of tables concerning a 1966 study of the Woodrow Wilson Fellows who entered graduate school from 1958 through 1963. At the time of the study, 49% of the fellows had not yet earned the doctorate, and were no longer in school. Among the men, 44% were defined as dropouts, and among the women, 64% were thus defined. Table I of the report shows both sex differences and discipline differences in the percentage of dropouts among the fellows; Table II shows the sex and discipline differences in attrition when second year financial support is taken into account; Table III shows the effect of parenthood on dropout rates for men and women by field; and Table IV shows the effect on sex and discipline differences in attrition when faculty rating of Woodrow Wilson Fellows are controlled. (Author/HS)

ED 077 476 HE 004 396

Testerman, Jack And Others

Institutional Research: A Review of Literature to 1972.

University of Southwestern Louisiana, Lafayette. Office of Institutional Research.

Report No—RS-14

Pub Date Aug 72

Note—32p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, College Administration, College Planning, *Decision Making, *Educational Administration, Educational Planning, *Educational Research, Governance, *Higher Education, *Institutional Research, Literature Reviews, Problem Solving

This document presents a review of literature to 1972 on institutional research. Areas of concern include definitions, purposes, functions, and origins of institutional research. Organizations contributing to institutional research and their current status are indicated. A 70-item bibliography is included. Related document is ED 071 541. (MJM)

ED 077 477 HE 004 453

Smith, D. Richard

An Inventory of Non-Traditional Instructional Activities.

Purdue Univ., Lafayette, Ind. Continuing Education Administration.

Pub Date Jul 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bachelors Degrees, *Degree Requirements, *Educational Innovation, *Educational Technology, Extension Education, *Higher Education, *Special Degree Programs, *Television Instruction

Identifiers—*Purdue University

Nontraditional instructional activities are defined in this report as those based on new or unconventional forms of education, free of the constraints of time, place, or form which characterize traditional classroom instruction. The several sections of this report detail a variety of approaches to nontraditional instructional activities at Purdue University. These approaches include instructional radio, the Lafayette Television Unit, microwave television, statewide televised pharmacy seminars, live TV seminars on communications disorders, teaching forestry via TV, extension classes, evening classes, conference operations, intensive summer courses and workshops, a physics minicourse, audio-tutorial and closed circuit TV instruction in veterinary

science and medicine, cooperative education programs, apprentice training programs, directed study, independent study, the advance credit examination program, and a home economics extension program. (HS)

ED 077 478 HE 004 474

Bradley, A. Paul, Jr.

The Five E's of Consortium Effectiveness.

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date 6 Oct 71

Note—13p.; Paper presented at the Consortium Directors Seminar, Washington, D.C., October 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consortia, Cooperative Programs, Educational Administration, *Educational Coordination, Evaluation, *Higher Education, *Interinstitutional Cooperation, *Program Evaluation, Regional Planning

The number of academic consortia, cooperating groups of institutions, have exploded in recent years in response to several societal and internal forces. While others have examined aspects of consortia, this paper reports the first intensive effort dealing with effectiveness. The study is divided into 2 parts: (1) What constitutes consortium effectiveness? and (2) In what ways are the Great Lakes Colleges Association and the Associated Colleges of the Midwest perceived effective? Part I found that consortia exist for their member institutions and are effective if they meet the needs of their members. It also disclosed a 5 category framework of institutional needs that consortia should meet, the 5 E's expanded student and faculty opportunities, promotion of greater managerial efficiency, promotion of experimentation and change, promotion of exchange through interpersonal contacts among the members, and entrepreneurship. The study found both associations perceived as effective in providing programs in the need areas of the members. It also found both the unusual preliminary survey mechanism and the 5 category framework to be useful research tools. (Author/HS)

ED 077 479 HE 004 475

Palola, Ernest G. Ogden, Katharine

Study of ESC [Empire State College] Graduates.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Dec 72

Note—4p.; Research & Review No. 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *College Graduates, *Graduate Study, *Graduate Surveys, *Higher Education

Identifiers—*Empire State College

This paper reports the results of a survey that examined the success or failure of Empire State College's first 29 graduates in obtaining admission to graduate school. Of the 13 applicants, 7 were accepted, 5 were waiting to hear, and 1 was rejected. Difficulties encountered by the applicants are discussed, as are the intentions of those not planning to attend graduate school. (Author)

ED 077 480 HE 004 476

Bradley, A. Paul, Jr. And Others

A Report on the ESC [Empire State College] Testing Program.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Jan 73

Note—4p.; Research & Review No. 6

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Students, *Higher Education, Personality Assessment, *Personality Tests, *Student Characteristics

Identifiers—*Empire State College

This document reports the results of two standardized instruments, the Survey of College Achievement (SCA) and the Omnibus Personality Inventory (OPI), as they were administered to a group of students at Empire State College in the fall 1971. The first ESC students appear to be, as a group, fairly independent with a well developed sense of self-value according to OPI analysis. The group's SCA scores for the social sciences, history and humanities sections are higher than for the English composition, mathematics, and natural science sections. Several questions for ESC raised by both sets of findings are discussed. (Author/HS)

JC

ED 077 481

JC 730 119

Geier, Mary Alice

People Changers Need Each Other. The Church and the Community College; A Call to Local Congregations.

Pub Date 73

Note—13p.; Paper presented at Chicago Theological Seminary Professional Papers Conference, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Church Programs, *Church Responsibility, *Church Role, *Clergymen, *Community Colleges, Community Involvement, School Community Cooperation, Speeches, Student Characteristics

Local ministers and congregations are encouraged to join with, and take advantage of, the community college as a means of reaching and helping the new breed of college student who attends a community college. The traditional approach of campus ministry is discussed, and the differences in the life situation of community college students are pointed out. Also discussed are the church's concern for the learning environment, liberation for the disenfranchised (demographic information about community college students), the possibilities for ministry for and with teachers, the ways community colleges serve the communities, and dealing with decision-makers (administrators and the Board of Trustees). (KM)

ED 077 482

JC 730 120

Grable, John R., Ed.

Role of the Department/Division Chairman in the Community College. A Report of a Conference at Sam Houston State University Community Junior College Graduate Program, July 31-August 1, 1972.

Sam Houston State Univ., Huntsville, Tex.

Pub Date Apr 73

Note—32p.

Available from—Available from the Bookstore, Sam Houston State University, Huntsville, Texas 77340. \$2.00 per copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Community Colleges, Conference Reports, *Department Directors (School), Educational Responsibility, Noninstructional Responsibility, Post Secondary Education, Role Perception, *Teacher Role

Identifiers—*Department Chairman Role

A conference on the role of the department/division chairman in the community college was sponsored by the Community Junior College Graduate Program of Sam Houston State University. The following were presented: (1) "Role of the Department Chairman in Improving Community College Instruction" by John Lombardi; (2) "Role of the Department Chairman in Staff Development" by John E. Roueche; (3) "The Division Chairman in the Multi-Campus Community College" by Bill Priest; (4) "The Role of the Department Chairman in Collective Bargaining" by Richard D. Strahan; (5) "The Department Chairman Looks at Developmental Studies" by Ruby Herd; and (6) "The Chairman in the Midst of a Revolution" by John Lombardi. (KM)

ED 077 483

JC 730 121

Negrete, Louis R.

Chicano Studies and Rio Hondo College.

Rio Hondo Junior Coll., Whittier, Calif.

Pub Date May 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, College Majors, Cultural Awareness, *Curriculum Development, Departments, *Ethnic Studies, *Institutional Research, *Mexican Americans, Spanish Speaking, Surveys

A study was conducted to review and make recommendations concerning current and potential curricular offerings in Chicano Studies at Rio Hondo College. The need for Chicano Studies is discussed in terms of an assessment of current curricula, the emphasis and direction for Chicano Studies, and assessments of library offerings for Chicano Studies. Eight recommendations were made: (1) that a Chicano Studies Department should be established; (2) that it should be established in two phases—a Chicano Studies Center should be established immediately to coordinate a new Chicano Studies major, and a separate department should be established as

soon as possible thereafter; (3) that a Chicano Studies major should consist of an Introduction to Chicano Studies, Contemporary Politics and the Chicano, Introduction to Chicano Culture, Bilingualism and Biculturalism in the Southwest, Chicano Economic Issues, Field Work in Chicano Studies, and Spanish Language in the Southwest; (4) that the center and department should be funded from the regular college budget; (5) that an action program should be developed to insure ample opportunity for the Chicano population for all vacant college positions; (6) that the college should initiate a special study of what happens to Chicano students after enrollment; (7) that faculty inservice training programs be established; and (8) that Chicano scholars should be consulted prior to the acquisition of future library works on Chicanos. (KM)

ED 077 484

JC 730 122

Concentrated Contract Learning: A Working Paper.

City Univ. of New York, Staten Island, N.Y. Staten Island Community Coll.

Pub Date May 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Educational Innovation, *Internship Programs, Junior College Students, Post Secondary Education, Program Descriptions, Relevance (Education), *Schedule Modules, Student Characteristics, *Vocational Education

The traditional approaches and structures of career programs must be made more relevant to students whose primary aim is obtaining a decent, satisfying job upon graduation. Educational innovations have represented an elitist view, and the aspirations of the "new students" from low-income and/or minority groups to obtain jobs that are not demeaning have been ignored or belittled. The new student faces special problems because he is not able to depend on his parents for financial support and because his parents' lack of knowledge of the system of higher education means that he must orient himself without specific parental support and encouragement. This new educational program attempt to approximate the real world of work with which the student must deal. Program philosophy includes the modular approach; a concentrated learning situation is combined with an internship. A module consists of 9 weeks of instruction, spread over 5 days a week, for approximately 6 hours a week. Requirements for the degree can be completed in less time than with the traditional approach. In addition to the internship, concepts included in the program include a master teacher, master practitioner, and a senior journeyman. Advantages of the program include increased motivation, acceleration, and the stress on individual learning, including student participation. Six modules leading to an A.S. degree in computer technology and their course outlines are attached. (KM)

ED 077 485

JC 730 123

Cooper, Elmer McCarty, Glenn

Organization and Proceedings of the New River Articulation Conference (New River Community College, Dublin, Virginia, April 28, May 5, May 12, 1973).

New River Community Coll., Dublin, Va.

Pub Date 31 May 73

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *College High School Cooperation, *Conference Reports, *Curriculum Planning, *Interscholar Communication, Post Secondary Education

A three-day conference on articulation was held with 35 teachers from 7 high schools and New River Community College. Five committees were formed—Business, English, Guidance, Math and Science, and Occupational—to consider problems and seek solutions. Each committee identified numerous problems that could be solved through articulation. Many committee recommendations require action at the superintendent and college president levels; therefore articulation is needed between head administrative officers. A Steering Committee was elected to present the recommendations to high school and community college administrators and to coordinate future articulation efforts. It is recommended that school division administrators consider references to future meetings and schedule

inservice education days accordingly. Each school should have a curriculum committee with each department and guidance area represented. (Author/KM)

ED 077 486

JC 730 124

Carlson, Dennis Das, Deb

The Effect of Organizational Structure on Planning. A Report of the National Dissemination Project for Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Disadvantaged Youth, Guides, *Organization, Post Secondary Education, *Program Planning, State Agencies, *Statewide Planning

Ways in which community college systems might better serve the needs of minority and disadvantaged students through planning are suggested. A number of organizational variables that appeared to affect achievement in 10 previous OEO state planning projects are presented and discussed. The variables are divided into three structural levels: state system characteristics, state agency characteristics, and inner-project characteristics. The variables related to System Characteristics were: (1) the degree of state-level control over community college funding and budgeting directly affected the success or failure of coordinated planning efforts; (2) the existence of uniform procedures and a high level of homogeneity among community colleges facilitated coordinated planning. Variables related to Agency Characteristics were: (1) successful planning relies on aggressive leadership from the state community college agency; (2) autonomy of the state community college agency facilitated project accomplishment; (3) projects tended to be more successful when they were a major organizational division of the state agency, with access to the state director; (4) project accomplishment was related to the level of community and campus involvement in planning. The Inner-Project Characteristics variables were: (1) staffing configurations and staff size were significant factors in project achievement; (2) combined short-range planning and program assistance objectives proved most successful in the OEO projects. (DB)

ED 077 487

JC 730 125

Counseling: Bridging the Gap Between Reality and Expectations. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Counseling Effectiveness, *Counseling Programs, *Counselor Characteristics, *Disadvantaged Youth, Guides, Post Secondary Education

Ingredients in a successful community college counseling program are explored, and three exemplary programs are described. The community college counselor must be cognizant of the special needs and problems of minority/disadvantaged students who, generally, come from a poor academic background, need remedial or developmental assistance in language and mathematics skills, lack proper study habits and skills, are poorly motivated in traditional academic areas, lack clearly defined and realistic goals, and need financial assistance. The three exemplary programs contained the following key elements: (1) participation by all elements of the community college population, (2) a well-developed training program, and (3) an evaluative procedure. The programs were conducted by Los Angeles City College, the Vermont Regional Community College Commission, and El Centro Junior College, Dallas, Texas. (DB)

ED 077 488

JC 730 126

Recruiting: Making the Open Door a Reality. A Report on the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Guides, *Interinstitutional Cooperation, *Job Training, *Personnel Selection, Post Secondary Education, *Recruitment

The need for improved support service programs in community colleges is explored, and several suggestions are made relating to new procedures for selecting and training recruiters and further development of "active" rather than "passive" recruiting programs. A formal and an informal model for interinstitutional cooperation is presented. (DB)

ED 077 489

JC 730 127

Maxie, Françoise

Career Education: Toward a Model for Statewide Planning. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Community Colleges, Guides, *Models, Post Secondary Education, *Program Development, *Statewide Planning

A framework for statewide career education planning is presented. The basic steps and ingredients for preplanning, planning and demonstration, and utilization and implementation are suggested. The basic career education plan should provide the following kinds of information: curriculum philosophies; innovative program thrusts; input and feedback; procedures, agencies, groups; evaluation and review mechanisms. It would appear from a review of the basic career education plan that planning and demonstration activities should probably begin in innovative program thrusts, move quickly into input and feedback, and then gradually include evaluation and review mechanisms. The emphasis on utilization and implementation will probably be on input and feedback, followed by evaluation. A brief case study of career education services in the State of Washington is provided. (DB)

ED 077 490

JC 730 128

Maxie, Françoise

Career Education: Concepts, Components, and Planning. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Community Colleges, Guides, *Interdisciplinary Approach, Post Secondary Education, *Program Planning, *Vocational Education, Work Experience Programs

The relevance of career education in meeting the needs of the disadvantaged is explored; the important components of a career education are presented; and suggestions are made for state planning. Career education is seen as the effort to help students integrate work oriented values into their lives and providing them with the experiences and opportunities they need to successfully pursue their continuing job interests. The essential components that should be included in a comprehensive career education system are: (1) design a comprehensive system of career ladder and ladders for occupational education; (2) design new systems and arrangements for interagency coordination; (3) redesign instructional programs at all educational levels to reflect career education objectives; (4) redesign counseling and guidance activities at all educational levels to reflect career education objectives; and (5) design advanced planning and evaluation systems. Before a comprehensive career education plan can be developed, several essential preplanning steps must be taken; these are: (1) establish an "interactive network" between local college vocational education directors and job placement officers; (2) select occupation areas for development of career ladders and ladders; (3) establish advisory committees on local, regional, and state levels; and (4) develop and demonstrate a basic career education plan. Experience shows that six months to one year may be needed to complete statewide preplanning for career education. (DB)

ED 077 491

JC 730 129

Hobbs, Rebecca

Academic Planning for the Minority/Disadvantaged Student: Three Models for Change. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, *College Programs, *Community Colleges, *Disadvantaged Youth, *External Degree Programs, Guides, Models, Post Secondary Education

Three critical areas in academic planning are discussed. These areas are: (1) Modal Learning Programs; (2) Accountability Learning Systems; and (3) Non-Campus Degree Programs. Included in advantages of modal learning programs are: (1) an individualized, prescriptive approach to learning; (2) the breakdown of the wall between school and life; (3) a renewed emphasis on the interdisciplinary nature of knowledge; (4) a more flexible deployment of faculty; and (5) the opportunity to employ new approaches to evaluation. Modal learning development in Washington State, at the Wright Institute in Berkeley, California, at the Miami-Dade Junior College South Campus, Miami, Florida, and at Rockland's Cluster Colleges are described. Accountability learning programs seek to build the missing elements of goal establishment evaluation, feedback, and corrective action into community college systems. Accountability systems developed by the National Laboratory for Higher Education (Durham, North Carolina), Wytheville Community College, Virginia, and the Washington State OEO project for community colleges are discussed. The non-campus college model serves educational needs through increased access and flexibility, and is potentially very useful for application to minority and low-income groups. The Vermont OEO Project—Planning and Demonstrating a Non-Campus Community College—is described. Other non-campus models briefly discussed are those at the College of Human Services, New York, and Empire State College. (DB)

ED 077 492

JC 730 130

Carlson, Dennis Das, Deb

State Planning for the Disadvantaged. A Report of the National Dissemination Project for Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Check Lists, *Community Colleges, *Disadvantaged Youth, Educational Needs, Guides, *Models, Post Secondary Education, *Program Planning, *Statewide Planning

Major elements in a general process model for state and local planning for minority and disadvantaged education are discussed. These elements are: (1) needs assessment and public discussion of issues, (2) state goals and objectives for disadvantaged education, (3) local community college goals, objectives, and commitments, (4) provision of strategic planning support to local colleges in program development, (5) evaluation of the planning process. To make planning as meaningful as possible, the following are suggested: (1) planning should always be tied to implementation; (2) the threat of change should be eliminated as much as possible; (3) planning should avoid being a "zero-sum game"; (4) planning should involve as many relevant agencies and groups as possible; (5) when possible, planning should make use of analogies between situations being dealt with and situations in other locations. Three appendixes provide: (A) A Survey of Educational Needs—Battelle Institute's Center for Improved Education; (B) A Proposed Method for Prioritizing Goals, Objectives, and Activities; and (C) State of Florida Guide for Local College Planning and Evaluation of Comprehensive Services to the Disadvantaged—Part I. Checklist for Planning Community College Services for the Disadvantaged; Part II. Projections for Programs for the Disadvantaged. (DB)

ED 077 493

JC 730 131

Bekker, Gerald

A Survey of Associate of Arts and Associate of Science Degree Programs in 13 Western States.

Pub Date May 70

Note—33p.; Presented in partial fulfillment of IJED 501, Oregon State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, *College Credits, *Curriculum Research, *Degree Requirements, Higher Education, *School Surveys, Technical Reports

The Associate of Arts and Associate of Science degree programs offered by selected colleges and universities in 13 western states were examined to determine relevant information regarding the composition of the degrees offered. The study specifically concerned: the purpose of the degree, the title assigned to the degree, the length of time required to complete the degree, the total quarter-hour credits required for completion of the degree, the number of quarter-hour credits required in the major field of study, and the number of quarter-hour credits required in the areas of math-science, social science, English and humanities, physical education, general education, and electives. Attention was also given to the provisions made for applying associate degree work toward a bachelor's degree. Information was obtained from college catalogs, bulletins, and other published information furnished by the 20 selected four-year degree granting colleges and universities included in the study. Conclusions reached from the study findings are: (1) the primary reason for offering associate degree programs is to prepare the recipients for employment; (2) there is no consistency of titles among the programs in related areas of study; (3) the average number of quarter-hour credits required to complete either the Associate of Arts or the Associate of Science degree is 99, and the time required to acquire these credits is, in most cases, two years and in no instance exceeded two years and one semester. The mean for each area of the degrees is tabulated. (DB)

ED 077 494

JC 730 132

Renzi, Joseph S. Callahan, Carolyn M.

Development of a Follow-Up Questionnaire for Community College Graduates. Final Report.

Manchester Community Coll., Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 30 Jun 72

Note—21p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Community Colleges, *Counselor Attitudes, Curriculum Evaluation, *Graduate Surveys, Post Secondary Education, *Questionnaires, Student Reaction, *Teacher Attitudes

Identifiers—*Manchester Community College

The general purpose of the study reported was to develop and field test a follow-up questionnaire for community college graduates that would provide evaluative information about: (1) the effectiveness of specific courses offered at Manchester Community College, (2) graduates' attitudes about their college program in general, and (3) graduates' attitudes about the counseling services they received while attending the college. After reviewing the literature related to evaluation in higher education, open-ended questionnaires were sent to all faculty members and to a random sample of 30 graduates. They were asked to list areas of concern and specific questions dealing with curriculum relevancy. Information about counseling services was solicited from the counselors. The second step in developing the follow-up questionnaire consisted of summarizing and categorizing the responses of persons who completed the input questionnaire and transforming each major question and area of concern into a structured questionnaire item. The pilot edition of the questionnaire was comprised of four parts and 36 items, as well as space for biographical information. With the exception of the open-ended items, the response mode for all items was based on a five-point Likert-type scale. The instrument was reviewed by second-year students, faculty members, counselors, and 30 graduates. The final version contains four parts and 32 items. Appendix C to the report provides the questionnaire, consisting of question and answer sheets. (Not available in hard copy due to marginal legibility of original document.) (DB)

ED 077 495

JC 730 133

Schaumburg, Gary F. Spriggs, Ted

A Community Survey of the "Disadvantaged."

Cerritos Coll., Norwalk, Calif.

Pub Date May 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Community Colleges, *Community Surveys, *Disadvantaged Groups, Post Secondary Education, *Questionnaires, Spanish Speaking, Statistical Data

Identifiers—*Cerritos College

The specific goals of this study were: (1) to develop a survey instrument for both the English and Spanish speaking that would be understood easily and be nonthreatening; (2) through the use of community representatives, select "items" to be included in the questionnaire that would be particularly relevant to the needs and problems of the "disadvantaged"; (3) select only those items to which the college would be capable of responding; (4) to administer the questionnaire to a valid sample of the "disadvantaged" within the Cerritos College District; (5) to meet with those individuals sampled who expressed interest in attending a meeting to talk about the results of the survey; and (6) implement the findings through the offerings of talks, seminars, courses, programs, etc., within the potential of the college's resources. The following procedures were used to identify disadvantaged individuals: (1) use of a voter registration list and knowledge of community workers, (2) canvassing of areas to identify disadvantaged households, (3) administration of questionnaires on a voluntary basis to those persons receiving Christmas food baskets, and (4) interviewing members of the Headstart agency located within the disadvantaged areas and interviewing those at local markets who paid for their merchandise with food stamps. A total of 196 disadvantaged households were surveyed. Results of the survey are provided in detail and tabulated. Appendixes contain the Cerritos College 1972 Community Services Questionnaire, in both English and Spanish, and a map of the Cerritos College District. (DB)

ED 077 496 JC 730 134

Schaumburg, Gary F.

Follow-Up Survey of Students Withdrawing from Cerritos College During the Fall Semester, 1972.

Cerritos Coll., Norwalk, Calif.

Pub Date Jun 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, *Dropout Research, Post Secondary Education, *Questionnaires, Statistical Data

Identifiers—*Cerritos College

In an attempt to better understand students' reasons for withdrawing from Cerritos College, a follow-up postage-paid postcard questionnaire was sent to a sample of 1,027 students who had withdrawn between the first and tenth week of the Fall semester of 1972. Of the questionnaires, 34.3% were completed and returned. Analyses of the responses revealed that: (1) the student's financial needs and personal or health problems apparently compete most with his chances of continuing in college; (2) there appears to be concordance between reasons cited on the exit and follow-up questionnaires; thus, information gathered from the exit questionnaire may reflect the student's true feelings; (3) concerning the small proportion of discordant responses, it appears that "work interference" as a reason for withdrawing stated on the exit questionnaire may also reflect that "lack of interest," "personal or health problems," "courses not relevant to my goals," and "general feeling of not getting anywhere" may also play a part in the student's choice of seeking more financial support instead of continuing college; and (4) in reference to those who did not cite any reason on the exit questionnaire, the two most frequently cited reasons on the follow-up questionnaire were "to become employed," and "personal or health problems." (Author/DB)

ED 077 497 JC 730 135

Gold, Ben K.

Factors Affecting Student Choices of Instructional Methodologies.

Los Angeles City Coll., Calif.

Pub Date Jun 73

Note—24p.; Research Study No. 73-11

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Junior Colleges, Post Secondary Education, *Questionnaires, Statistical Data, *Student Reaction, Tables (Data), *Teaching Methods

Identifiers—*Los Angeles City College

To identify factors that caused the majority of students at Los Angeles City College to prefer the traditional lecture-discussion approach to the media approach, questionnaires were administered to students in three courses—three media and two traditional. Over 200 usable questionnaires were returned. Because of scheduling variations and other factors, such as the newness of the Media Center and the related problems of lack of student awareness and necessary "debugging," some study contamination resulted. Nine tables provide the study data. Conclusions resulting from the study are: (1) schedule descriptions clearly need revisions; over half of the students did not know what TBA meant at time of enrollment, and nearly half did not know at the time of completion of the questionnaire; (2) there was little difference in TV viewing habits or hours of employment between students in the two types of classes; (3) only about 1 student in 10 had ever taken a "media" course previously; (4) before taking the course, about one-third of the "media" students and two-thirds of the "traditional" students thought the two approaches were of about equal difficulty; (5) nearly three-quarters of all the students indicated that prior to enrollment, their knowledge of "media" courses was vague or non-existent; (6) major reasons for choosing the "media" class were that it promised to be more interesting with more freedom in choosing hours; reasons for choosing "traditional" class were more conveniently scheduled hours and apparent lack of information about the "media" class; (7) students generally preferred the mode in which enrolled. (DB)

ED 077 498 JC 730 136

Kates, Jack

Report on the Kates Survey of College Freshman Composition Writing Skills: Sixteen First-Semester Freshman English Composition Classes from Eleven Community Colleges and Universities.

Pub Date Jun 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Community Colleges, Comparative Analysis, *Composition (Literary), Higher Education, Post Secondary Education, Post Testing, Pretests, Statistical Data, Student Placement, Student Testing, Surveys, *Universities, *Writing Skills

In order to compile a population profile of actual writing skills demonstrated by first-semester freshman composition students during the opening and closing weeks of their courses, a pre- and post-test survey was made of 16 classes of freshmen among eight community colleges and three universities in the greater Los Angeles area. Theses and support essay tests were written by 486 students, 285 of whom returned for the post-test. Grading criteria were based upon four equally weighted items: content, organization, mechanics, and sentence structure (including diction). Each item was graded on the stanine (standard scale of nine), and the grades were then averaged for a composite stanine score—the final score—which was used for both individual and group comparisons. Results showed that the universities, because of their more rigid screening procedures, scored considerably above the norm on the pre-test gross. UCLA headed the list. The post-test results were based on the two-tail test, which included only those scores from students who had taken both the pre- and post-tests. Again UCLA headed the list. The universities as a group scored 1.22 stanines above the community colleges as a group; however, the colleges achieved both a greater stanine gain (1.89) than did the universities (1.4), and their results had a greater level of probability. Groups exhibiting the greatest gains were generally those which had been fairly small and had received extensive, individualized essay writing assignments in their courses. The survey indicates that placement tests and remedial courses as related to English composition leave much to be desired. (DB)

ED 077 499 JC 730 137

Technical Education: Offerings of 2-Year Campuses: 1973-74 Ohio Guide to Programs and Training. A Report on Career Technologies for High School Graduates.

Ohio Board of Regents, Columbus.

Pub Date [73]

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Course Descriptions, Guides, *Junior Colleges, Post Secondary Education, *Technical Education

Identifiers—*Ohio

This guide to programs of technical education in Ohio's two-year college campuses provides descriptions of the specialties of work, a directory by sector, and a campus-by-campus listing of technologies. The programs fall under the categories of business, health, engineering, natural science, and public service. (DB)

ED 077 500 JC 730 138

Pickering, Rita G.

Graduate Questionnaire, Evening Students Questionnaire, [and] Non-Returning Students Questionnaire.

Arapahoe Community Coll., Littleton, Colo.

Pub Date 16 Apr 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Data Analysis, *Data Collection, *Graduate Surveys, Post Secondary Education, *Questionnaires, Statistical Data, *Student Reaction

Identifiers—*Arapahoe Community College

Three questionnaires used by the Arapahoe Community College are discussed. In the first, Graduate Questionnaire, graduates from 1968-1971 were surveyed. A summary is provided of the total responses, which includes summaries of all open-ended questions. Summaries of each individual year are also provided, but only multiple choice questions are considered. A copy of the questionnaire is provided. The second questionnaire, Evening Students Questionnaire, is provided, together with a summary of the results and a statistical section that lists each question item or reply, the number of replies, the z-score, and the confidence level. The third, a Non-Returning Students Questionnaire, was sent to 634 students to ascertain why they did not return for the winter quarter. A summary of the results, the questionnaire itself, and charts provide the z-score and the confidence level, both as to individual data and group data. (DB)

ED 077 501 JC 730 139

Deigrosso, George M., Ed. Allan, George B., Ed.

The Pragmatics of Accountability (Philosophy into Practice). Proceedings: Annual International Institute on the Community College (3rd, Sarnia, Ontario, Canada, June 14-16, 1972).

Lambton Coll. of Applied Arts and Technology, Sarnia (Ontario).

Pub Date 72

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Community Colleges, *Conference Reports, *Educational Accountability, *Educational Objectives, *Individualized Instruction, Learning Theories, Post Secondary Education, Student Development, Systems Approach, Teaching Methods

Papers presented at the Third Annual International Institute on the Community College are provided. In these papers, many facets of accountability are discussed: goal-setting, assumptions about learning, instructional modes, educational management practices, student development, instructional resources, and the systems approach. In addition, panel dialogues on "The U.S. College Scene" and "The Canadian College Scene" are provided. (DB)

ED 077 502 JC 730 140

Moore, E. B., Jr.

Organizing the Alabama State Junior College System for the Seventies.

Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Center for State and Regional Leadership, Florida; Kellogg Foundation, Battle Creek, Mich.

Pub Date Apr 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Coordination, *Financial Support, *Junior Colleges, *Master Plans, Post Secondary Education, State Legislation, *State Programs, *Technical Institutes, Technical Reports

Identifiers—*Alabama

The problems confronting the public community colleges of Alabama are discussed, and alternatives are suggested. Following a brief discussion of the history and growth of Alabama's state junior colleges, the following major problems are

identified, and solutions are proposed: (1) There must be a master plan to insure that the junior colleges are responsible to the post-secondary educational needs of the state; (2) A state level organization to coordinate the junior colleges and the junior colleges with the separate system of technical institutes is needed; and (3) A more sophisticated system for funding must be developed in order that needs can be more effectively represented to the legislature and funds can be equitably distributed to the institutions. (DB)

ED 077 503 JC 730 141
Follow-up Interviews with Former Students, Fall 1972-73 to Spring 1972-73.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Jun 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Dropout Attitudes, *Dropout Characteristics, Dropout Research, *Followup Studies, *Institutional Research, Post Secondary Education, Technical Reports

A random 5% sample of those 6,341 day college students who were enrolled in the fall of 1972-73 but not in the spring of 1972-73 were telephoned to gather followup information. Of the 316 students in the sample, 91 were contacted and provided the following information: (1) most were not currently enrolled in college anywhere; those who were attended a California state college or university; (2) 17% discontinued their studies for reason of completing their program, 29% for financial and employment reasons; (3) 46% enrolled for purposes of a college degree; (4) only 30% reported that they were in a transfer program; only 6 out of the 91 had transferred; (5) half worked from 11 to 40 hours weekly while attending college; (6) almost a third were not working; only 11% were working full or part-time in a field related to their college major; (7) 81% reported that college had not helped them get a job or a promotion; and (8) most intend to resume college in the future, but of those who do, only 41% plan on returning to Golden West or Orange Coast colleges. (Author/KM)

ED 077 504 JC 730 143
Post-Secondary Occupational Education in Florida—Planning, Implementation, Evaluation.

Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.

Pub Date Mar 72

Note—260p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Organization, Administrator Attitudes, Area Vocational Schools, Career Planning, Community Colleges, *Post Secondary Education, *Program Attitudes, State Programs, *Student Characteristics, *Surveys, Teacher Attitudes, Technical Reports, *Vocational Education

Identifiers—*Florida

A study was conducted of the following aspects of post-secondary occupational education in Florida: the State level administrative structure, program planning and development, program implementation, program evaluation, and the characteristics of students in these programs. Questionnaires were completed by faculty and administrators, and the Career Planning Profile was administered to students. Survey procedures and results are reported for the following: (1) State level administrative structure for post-secondary occupational education—the State Board of Education, the State Department of Education, divisions responsible for occupational education, coordinating procedures for occupational education, budgeting for occupational education, advisory bodies, the Division of Vocational Education, the Division of Community Colleges, and approval of occupational programs for community colleges; (2) perceptions of faculty and administration on post-secondary occupational programs; (3) interviews on perceptions of best practice; (4) perceptions of occupational advisory committees; and (5) characteristics of students in occupational programs. (KM)

ED 077 505 JC 730 144
Galvin, Kevin
A Study of the W Grade at Southwestern College, Fall 1971.

Southwestern Coll., Chula Vista, Calif.

Pub Date Feb 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Dropout Characteristics, *Failure Factors, *Grading, Institutional Research, *Low Achievement Factors, Post Secondary Education, Student Characteristics, Technical Reports

The purpose of this study was to identify the factors in attrition over which Southwestern College might exercise some control and through which experimentation could be conducted toward changing the patterns of attrition. Data were gathered from college files on every student who withdrew from one or more classes for the fall 1971 semester. A comparison was then made between the characteristics of the withdrawing student and those of the total student population. The comparison showed that minority students, day students, full-time students, students between 18 and 25 years old, and students receiving financial aid tended to withdraw at a significantly higher rate. Sex and units completed were not significantly related to student withdrawal. However, minority students did not withdraw from the college at a significant rate. The study indicates a relationship between W grades and ability. Forty-eight percent of the total student population received a W grade, but students who made up the Dean's List for fall 1971, representing 11% of the total student population, accounted for only 5% of the W grades. That marginal students receive W grades in place of D's (and the no longer used F grade) is suggested by the fact that students are still being disqualified at approximately the same rate as before the F grade was abolished. (KM)

ED 077 506 JC 730 145

Galvin, Kevin

A Study of Instructional Variables and Student Completion.

Southwestern Coll., Chula Vista, Calif.

Pub Date Jun 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classes (Groups of Students), *Class Size, *College Students, Course Content, Grading, *Persistence, Post Secondary Education, Questionnaires, Teacher Background, Technical Reports, Time

A study was conducted to determine the relationships between student completion and time of day the class is offered, the content of the class, size of the class, grading procedure, and background of the teacher. A 17-item questionnaire was prepared for instructors of all daytime graded classes. Response rate was 89%. Results showed that student completion was not affected by the time of day, the content, the grading procedure, or the background of the teacher. Student completion was affected by the size of the class. Small classes (0-20) had significantly lower completion ratios. Completion ratios for classes of 20-30, 30-40, or over 40 did not vary from the average. A large majority of the faculty expressed the belief that student completion is affected by the ability and motivation of the students. A copy of the questionnaire and faculty remarks are appended. (KM)

ED 077 507 JC 730 146

Trent, James W. And Others

The Study of Junior Colleges. Volume I, Roles and Realities of Community Colleges: An Analysis of the Literature.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Contract—OEC-0-70-4795

Note—306p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Admission Criteria, College Administration, College Faculty, *Community Colleges, Counseling, Disadvantaged Youth, Dropouts, Educational Needs, *Junior Colleges, *Literature Reviews, Low Achievers, Post Secondary Education, Relevance (Education), *Research Needs, Vocational Education

This volume is the first of three reporting on The Study of Junior Colleges, a project of the UCLA Center for the Study of Evaluation and the U.S. Office of Education. Volume I, the review of the literature on junior colleges, is divided into 12 chapters focusing on 9 areas of interest: major administrative issues and problems, junior college students—a general survey, disadvantaged students and low achievers, relation-

ships with the community, remedial programs, innovations in junior college education, vocational education programs, faculty, and counseling services. Each section presents a summary of known information and areas in need of research. Chapters are: Research for Development in the Community College; Who Passes Through the Open Door?; Keeping the Doors Open for Low Achievers; Salvaging the Talent of the Disadvantaged Student; Students Who Leave; Career Education; Preparing the Low Achiever to Enter the Curriculum; Relevance and Mastery Through Innovation; Counseling Diverse Students; Junior College Faculty: A New Breed in Higher Education; Administration: Defining Roles and Reality; and Defining Community Needs. (For related documents, see JC 730 147-149.) (KM)

ED 077 508 JC 730 147

Trent, James W. And Others

The Study of Junior Colleges. Volume II, Diverse Dimensions of Community Colleges: Case Studies of 15 Institutions.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Contract—OEC-0-70-4795

Note—222p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrator Characteristics, *Case Studies, *Community Colleges, Counselor Characteristics, *Junior Colleges, Student Characteristics, *Surveys, Teacher Characteristics, Technical Reports

Volume II of The Study of Junior Colleges contains the results of the case studies and concomitant surveys. This volume describes the exploratory study of 15 types of junior colleges, which formed the core of the project. Emphasis was on assessing the impact of these institutions on the students they enroll. The volume includes an explanation of the study design and methodology, the descriptive surveys (profiles) of the institutions and their administrators, students, faculty, and counselors; indications of institutional differences on numerous variables; and the implications of these data for needed research and development. (For related documents, see JC 730 146, 148-149.) (KM)

ED 077 509 JC 730 148

Trent, James W. And Others

The Study of Junior Colleges. Volume IIA, Technical Appendixes to Volume II, Diverse Dimensions of Community Colleges: Case Studies of 15 Institutions.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Contract—OEC-0-70-4795

Note—383p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administrator Characteristics, *Case Studies, *Community Colleges, Counselor Characteristics, *Junior Colleges, Student Characteristics, *Surveys, *Tables (Data), Teacher Characteristics, Technical Reports

Volume IIA of The Study of Junior Colleges contains the technical appendixes to Volume II. The appendixes contain: (A) tables to Chapter 3 (Institutional Profiles) and the institutional profiles; (B) interview schedules for key administrators and tables to Chapter 4 (Administrative Profiles); (C) student marginal data and tables to Chapter 5 (Student Profiles); (D) faculty marginal data and tables to Chapter 6 (Faculty Profiles); (E) counselor marginal data and table to Chapter 7 (Counselor Profiles); (F) tables to Chapter 8 (Staff and Students: Comparative Perspectives); and (G) form letters sent to survey subjects. (For related documents, see JC 730 146-147, 149.) (KM)

ED 077 510 JC 730 149

Bradford, Clarence And Others

The Study of Junior Colleges. Volume III, Measuring the Dimensions of Community Colleges.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Contract—OEC-0-70-4795

Note—240p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Factor Analysis, *Item Analysis, *Questionnaires, *Statistical Analysis, *Statistical Data, Student Characteristics, Technical Reports, Test Construction

The final volume of *The Study of Junior Colleges* contains the measurements and instrumentation derived from the project for future evaluation surveys. Part One, Prediction of Student Outcomes: Multivariate Analysis of the Survey Data, provides: an introduction to the analyses; data reduction, factors, and scales; students' objectives and enrollment status; students' achievements and attitudes toward their education; student ratings, backgrounds, and program emphases; and freshmen-sophomore differences as estimates of persistence. Part Two provides a critique of the survey questionnaire items, and Part Three provides prototypic items for future junior college surveys—items for student, faculty, and counselor questionnaires. Frequency distributions and other statistical data are provided in tables. (For related documents, see JC 730 146-148.) (KM)

LI**ED 077 511**

LI 004 230

McGrath, William E.

Development of a Long-Range Strategic Plan for a University Library; The Cornell Experience: Chronicle and Evaluation of the First Year's Effort.

Cornell Univ., Ithaca, N.Y. Univ. Libraries
Pub Date Feb 73

Note—191p. (14 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Evaluation, *Library Planning, Management, Objectives, Program Development, *University Libraries

Identifiers—American Management Association, *Cornell University, Council on Library Resources

The purpose of this report is to describe, chronicle and evaluate for the academic library community at large the Cornell University long-range planning effort. Planning effort is the phrase now used by Cornell librarians to describe their recent and continuing experience in developing a planning team, a dynamic long-range strategic plan, participative management, and the planning process itself. The three-way association between Cornell University Libraries, the Council on Library Resources, which provided the financial resources, and the American Management Association which provided the expertise makes this planning effort unique and of interest to other libraries. This unique planning effort is described and evaluated in this volume. (Author/SJ)

ED 077 512

LI 004 339

McCord, Mary F., Ed.

ERIC Products 1971-1972. An Annotated Bibliography of Information Analysis Publications of the ERIC Clearinghouses, July 1971 Through June 1972.

American Society for Information Science, Washington, D.C.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—55p. (415 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Clearinghouses, Education, *Educational Research, *Educational Resources, Information Centers, Information Dissemination, Information Services, Information Sources, Publications
Identifiers—*Educational Resources Information Center, ERIC

The fifth annual bibliography of Educational Resources Information Center (ERIC) Clearinghouse publications reflects the information analysis activities of each clearinghouse for Fiscal Year 1971. This is an annual bibliography of those publications of the ERIC Clearinghouses which reflect information analysis activities. In addition to the bibliographic activities which are conducted to increase dissemination of information on document availability, each clearinghouse also engages in information analysis activities, which include the preparation of bibliographies,

research reviews, interpretive studies, and similar publications, designed to list, organize, review, and synthesize the literature of educational research to meet the needs of the user community. The publication includes substantial bibliographies, review papers, and state-of-the-art papers which are identified as ERIC information analysis publications; it excludes routine brochures, accession lists and short notes published in clearinghouse newsletters. (Previous volumes are available as ED 029 161, 034 089, 041 598, and 054 827.) (SJ/MM)

ED 077 513

LI 004 340

Samore, Theodore, Comp.

Acquisition of Foreign Materials for U.S. Libraries.

Wisconsin Univ., Milwaukee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—370p. (200 References)

Available from—The Scarecrow Press, Inc. 52 Liberty Street, Metuchen, N.J. 08840

Document Not Available from EDRS.

Descriptors—Federal Programs, *Foreign Language Books, *Foreign Language Periodicals, *Library Acquisition, Library Collections, Library Materials, *Library Material Selection, Microforms

Major American research and university libraries, and even college and medium to large public libraries, are steadily expanding their acquisition of foreign materials. In view of this development, a two-week institute on the Acquisition of Foreign Materials was held at the University of Wisconsin-Milwaukee in 1971. The basic purpose of the institute was to familiarize the participants with both traditional and newly developed procedures and methods for the acquisition of library materials from foreign countries, thereby strengthening these resources by increasing the efficiency of the acquisition process institutionally and nationally. The objectives were to: identify and discuss techniques, procedures and problems to the acquisition of various kinds of foreign materials by all types of libraries; acquaint participants with on-going cooperative acquisitions programs, and explore additional possibilities; discuss the problems relating to special materials; and, to examine and evaluate the latest methods of acquiring current and non-current foreign materials. The 38 papers given at the institute are grouped under the following headings: Cooperative and Federal acquisition programs; Sources of foreign materials: gifts and exchanges, book-dealers, auctions; Acquisition programs in specific areas; and the Acquisition of special materials. (Author/SJ)

ED 077 514

LI 004 341

Women in the Library Profession: Leadership Roles and Contributions.

Michigan Univ., Ann Arbor. School of Library Sciences.

Pub Date 71

Note—34p. (44 References); *Alumnus in Residence* 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, *Librarians, *Library Education, Library Schools, *Professional Occupations, *Working Women

Identifiers—*Librarianship, University of Michigan

Since its inception in 1969, the University of Michigan's *Alumnus in Residence* Program has been sponsored each spring by the School's Alumni Association for the purpose of acquainting current students with leaders in the library profession who received their library education at Michigan. To acknowledge the major role women have played in the history of the School of Library Science, five of the most distinguished women graduates were invited to return to the campus for a two-day period, on April 1-2, 1971. These five graduates are: Martha Boaz, Dean, School of Library Science, University of Southern California; F. Bernice Field, Associate Librarian for Technical Services, Yale University Library; Clara S. Jones, Director, Detroit Public Library; Mary Jo Lynch, Senior Reference Librarian, University of Massachusetts Library; and, Faith T. Murdoch, Director, Department of School Libraries, Detroit Public Schools. Each participant in the program was asked to prepare a paper for publication on the general theme of "Women in the Library Profession." This document consists of these five papers. (Author/NH)

ED 077 515

LI 004 342

Walls, Esther J.

International Book Year 1972. Summary Report.

National Book Committee, Inc., New York, N.Y.
Pub Date Jan 73

Note—33p. (22 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, *Evaluation, *International Programs, Library Collections, Library Material Selection, *Publishing Industry, *Summative Evaluation

Identifiers—*International Book Year 1972

There is strong evidence to indicate that the year has contributed greatly to raising the level of book awareness in the United States. Although U.S. participants had the option of choosing either domestic or international themes for programs, the majority chose to concentrate on the international dimensions of the year - projects to enrich library collections with foreign materials, seminars to examine cultures of other countries, activities to strengthen contacts with professional counterparts around the world, and an exciting variety of other efforts. Included in this report is a "Selective Checklist and Final Status of IBY Projects." This addendum attests to the amount of energy and creativity poured into IBY observances. Additionally, it underlines the scope and variety of the projects. This "checklist" is not meant to be definitive, but rather a reflection of the scope of those projects which were reported to the Secretariat in some detail. The U.S. IBY efforts, combined with world-wide response to the year, are having important consequences for all members of the book community and the general public. The success of IBY is compelling proof of what happens when all members of the book community work together to accomplish common objectives. (Author/NH)

ED 077 516

LI 004 343

Kniemeyer, Justin M. And Others

Order Division Automated System.

Library of Congress, Washington, D. C. MARC Development Office.

Pub Date 72

Note—77p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Computer Programs, Electronic Data Processing, *Library Acquisition, *Library Automation, Library Technical Processes

Identifiers—*Library of Congress

This publication was prepared by the Order Division Automation Project staff to fulfill the Library of Congress' requirement to document all automation efforts. The report was originally intended for internal use only and not for distribution outside the Library. It is now felt that the library community at-large may have an interest in the contents of this report and may find it of value if they are contemplating the automation of their own book ordering procedures. The Library is not prepared, however, to make available any other written documentation, computer program, program listing, program documentation, object or source decks, or tape that may have been generated in the course of developing this automated system, even if referred to in this document. Work on the Order Division Automated System has been divided into several tasks. Task 1 was concerned with the input and output of printed bibliographic products, such as purchase orders, dealer slips, order file slips, etc. Task 2 consisted of the development of a file management and control subsystem, which absorbed Task 1. This report describes the automated system as it exists upon completion of Task 2. (Author/NH)

ED 077 517

LI 004 344

King, Geraldine B. Berry, Rachel

Evaluation of the University of Minnesota Libraries Reference Department Telephone Information Service. Pilot Study.

Minnesota Univ., Minneapolis. Library School.

Pub Date May 73

Note—58p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Evaluation Techniques, Information Seeking, *Information Services, Information Sources, Library Planning, *Library Reference Services, Library Services, *Library Surveys, University Libraries

Identifiers—Library Operations, Library Statistics, *Reference Librarians

This pilot study was conducted to evaluate the telephone reference service of a university library. Questions were called in by volunteers to several different divisions of the library to try to determine: (a) factual accuracy of responses, (b) level of interviewing by the staff person, and (c) attitude of the staff person. Results of the study are presented, in tables, by divisions which include the reference division, government documents division, newspaper division and the periodical division. General trends were evident however. Interviewing of the caller was not practiced where it might have helped the staff locate a correct answer. Also the source of an answer was seldom given to the user even though it was an academic setting where the user would probably find this information of value if not a necessity. Suggestions for further study are made and appendix material includes the original proposal, a record sheet, sample questions and an instruction sheet for volunteer callers. (Author/DH)

ED 077 518 LI 004 345

Guidelines for Legal Reference Service in Correctional Institutions: A Tool for Correctional Administrators.

American Correctional Association, College Park, Md.; California Univ., Berkeley. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—21p.;(30 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Bibliographies, Corrective Institutions, *Institution Libraries, *Law Libraries, *Legal Aid, Library Collections, Library Material Selection, *Library Reference Services, Library Standards, Reference Materials

Recent Federal Court decisions have defined a prisoner's right to access to legal materials as an extension of his right of access to the courts. Correction administrators, recognizing the need for improvement of existing services, but unfamiliar with techniques and material requirements, have asked for help in meeting the new obligation. These guidelines are the results of a seminar (held in May 1972) of experts in the fields of law, corrections and library science. Important items to be considered when planning library services are where to locate, what are staff requirements, should there be photocopying equipment and how will the service be financed. Appended to the guidelines are checklists for minimum and expanded collections and a directory, by state, of libraries offering service to prisoners. (Author/DH)

ED 077 519 LI 004 346

Wright, Donald E.

Libraries in Mid-Eastern Ohio: An Overview and Guide for Future Planning.

Mid-Eastern Ohio Library Organization.

Spons Agency—Ohio State Library, Columbus.

Pub Date Apr 73

Note—159p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Library Cooperation, *Library Networks, *Library Planning, Library Services, *Library Surveys, Library Technical Processes

Identifiers—*Library Administration

This document is intended as a workbook for trustees and librarians in the Mid-Eastern Ohio Library Organization (MOLO) to use to develop their own specific program of cooperation, both short and long range, under the Ohio Plan for Library Development. Eleven libraries in the area were surveyed with a view toward increasing the effectiveness of individual units and assessing the directions in which a cooperative program could be developed. Future prospects for library development are discussed, including possibilities such as an area library service organization (ALSO), a periodical center, a last copy retention center and a communications and delivery service. Specific recommendations for action are given. Further data on the MOLO libraries surveyed is appended. (Author/KE)

ED 077 520 LI 004 347

Kochler, David W. Shrut, Barry N.

Evaluation of a Computer-Based Cataloging Support System for Use by the Cornell University Libraries.

Cornell Univ., Ithaca, N.Y. Graduate School.

Pub Date May 73

Note—73p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, Cost Effectiveness, *Library Automation, Library Technical Processes, Program Evaluation, *University Libraries

Identifiers—Cornell University, OCLC, *Ohio College Library Center

Cornell University Libraries maintains one central technical services processing department which processes all material for endowed division libraries. It is divided into four functional departments: acquisitions, serials, cataloging, and catalog maintenance. This report is concerned with the latter two functions. The present manual system of cataloging books was analyzed to determine the cost per title. The feasibility and cost effectiveness of installing the Ohio College Library Center (OCLC) on-line computer system for cataloging was then analyzed. The authors recommend implementation of the OCLC system by leasing three terminals with a projected cost savings of \$5,000 per year. (Author/SJ)

ED 077 521 LI 004 348

Goetze, Henry J.

Reading Interests of Junior High School Students.

Pub Date 12 May 72

Note—34p.;(23 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Junior High School Students, *Library Material Selection, Questionnaires, Reading Habits, *Reading Interests, Student Interests

This research project studies the reading interests of junior high school students in a city school in the metropolitan Atlanta area. Four hundred and fifty students—representative of the school population according to grade level, race, sex, and scholastic standing—were given a questionnaire reflecting their reading interests and habits. Responses were weighted to determine preference more exactly. Data from the questionnaire were put on punched cards and fed into an IBM 7094 computer. Some overall conclusions are: Mystery-detective stories seem to be favorites at all levels; Boys and girls differ generally in their first choice of reading interests; White and Black students agree on mystery-detective stories as first choices and generally agree in the next four or five areas of interest; Above-average and average students agree on mystery-detective stories as their first choice, while below-average students favor sports stories; The primary factors influencing students to read are magazines and television movies and programs; Stories of a contemporary nature are favorites among all groups; In general, junior high students read what is currently of interest, with a base of some classical authors. A bibliography, a flow-chart of procedures, and a copy of the questionnaire are included. (Author/SJ)

ED 077 522 LI 004 349

Wilmoth, James Noel

Methods of Cost Reduction in Information Retrieval.

Auburn Univ., Ala. Foundations of Education Dept.

Pub Date 27 Apr 73

Note—19p.;(2 References); Paper presented at the Mid-Southeast Chapter, Association for Computing Machinery (Gatlinburg, Tenn., 27 April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, *Cost Effectiveness, Data Bases, Educational Research, *Educational Resources, Electronic Data Processing, *Information Retrieval, Information Systems, Search Strategies

Identifiers—Auburn University, *Educational Resources Information Center, ERIC, QUERY

Cost effectiveness of the QUERY program for searching the Educational Resources Information Center (ERIC) data base has been an important issue at Auburn University. At least two broad categories of costs are associated with information retrieval from a data base such as ERIC: fixed costs or overhead and data base associated costs. The concern at Auburn reflected in this paper, has been particularly with three data base associated costs: preparation of records before searching, selection of a software search system, and implementation of search strategy. Computational algorithms associated with costing particular jobs should have terms applicable to each of these variables. The first two are rather straightforward to implement, but the third,

because it is a human variable, is difficult to access. The most powerful approaches to cost reduction seem to be associated with partitioning of the data base into components specific to the needs of the user population. (Author/SJ)

ED 077 523 LI 004 350

Boaz, Martha

Planning and Designing: The Future in Library Education.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date [71]

Note—34p.;(25 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Futures (of Society), *Information Science, *Librarians, *Library Education, Library Planning, *Library Schools, Library Science, Library Services, Manpower Utilization, Professional Education

By the year 2,000 numerous changes will make this world very different from today's society. Our economy will be based on education and service related jobs instead of product-production. The population will almost double, and leisure time will increase dramatically due to increased automation. Continuous learning, often outside the formal educational system, will be emphasized. Libraries will have to grow and adapt to meet the increased demands of leisure and education on their collections and services. Library education must begin now to prepare future librarians to anticipate and be responsive to the needs of all library users. Changes in library education may include: (1) increased variety of programs; (2) more independent study; (3) emphasis on outreach programs; (4) offering technician programs at the undergraduate level; (5) more interdisciplinary work; (6) work outside the traditional classroom. Finally a commission should be appointed to prepare a long-range plan for library education on a national level. (Author/DH)

ED 077 524 LI 004 351

Federal Legislative Policy of the American Library Association.

American Library Association, Chicago, Ill. Legislation Committee.

Pub Date Jan 73

Note—23p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Legislation, Federal Aid, Federal Government, *Federal Legislation, Federal Programs, International Programs, *Libraries, *Library Planning, Library Services

Identifiers—ALA, American Library Association, Library Funding, *Library Legislation

The American Library Association's policy on federal legislation is based on its objectives of promoting and improving library service and librarianship. Representing those who use libraries as well as those who operate them, the Association is a source of information on libraries and information services for those concerned with formulating and implementing federal legislation. Legislative action is considered especially pertinent in the following four areas: (1) Direct support of library services which includes national library networks, telecommunications, federal aid to education and libraries, school library media centers, career education, public libraries, service to the handicapped and institutionalized, and federal libraries; (2) Indirect support of library services including research in information science, postal rates, copyright, and taxation; (3) Intellectual freedom; (4) International programs such as Unesco, the Organization of American States, U.S. libraries abroad, international copyright and international postal policy. Included is a listing of laws affecting librarians, libraries and their users. (Author/DH)

ED 077 525 LI 004 352

Kudmon, Gedalia

Automated Acquisition of Periodicals, L.A. SER. (Library Automation - Serials).

Israel Society of Special Libraries and Information Centres, Tel Aviv.

Pub Date 73

Note—46p.; (4 References); Contributions to Information Science No. 7 Monograph

Available from—Israel Society of Special Libraries & Information Centres, POB 20125, Tel Aviv, Israel (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Automation, *Computer Oriented Programs, Computer Science, Electronic Data Processing, Information Utilization, *Library Acquisition, *Library Automation, *Library Technical Processes, Periodicals, Serials Identifiers—*Computer Software

The unprecedented growth of the information sources concerning science and technology makes it particularly urgent that the processes of information storage, information retrieval, information processing according to needs, representation of results and their storage in preparation for the subsequent processing stages be mechanized. With this end in view, it is necessary to produce a central "data base" in a "machine-readable form," which is accessible to creation, updating, processing and retrieval programs. This project describes the software system which creates the data base for the periodical purchasing department of a library and processes it by mechanizing the yearly cycle of activities. The following subjects are discussed: description of activities comprised in the yearly cycle; design of the data base; review of the mechanized processes; organizational and working routines; the forms of input-output; error checks at different stages; and system analysis and planning for the future. The Project lays stress on improving the familiarity of the librarian with the entirety of the data and activities involved. Its other purpose is to supply the contact between the librarian and the computer for the convenience of the librarian, who is not expected to be a computer expert. (Author)

ED 077 526 LI 004 353

Vilenchuk, Lydia

Basic Training Programme for Library Technicians in Mexico.

National Center of Scientific and Technological Information, Tel Aviv (Israel).

Pub Date Mar 73

Note—38p.;(15 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Education, Foreign Countries, Libraries, *Library Education, *Library Technicians, Use Studies

Identifiers—*Mexico, Scientific and Technical Information

The Consejo Nacional de Ciencia y Tecnología (CONACYT), set up in 1971 to further scientific and technological advancement in Mexico, commissioned this determination of the steps necessary to promote the use of libraries and recorded scientific and technical information, and to foster the reading habits of the population. A brief overview examines the library network and facilities for library education in Mexico in terms of a need for trained manpower at the library technician level. Recommendations are presented in three groups: (1) short term actions—to alleviate the most pressing needs for trained manpower; (2) long term actions—to standardize the training of library technicians and to achieve recognition of librarianship as a profession, by the appropriate authorities; and (3) long range policy—to influence the general educational system of the country and promote a library and information network which will improve the reading habits of the population and foster the use of information media on all levels. A "Syllabus for Courses in Librarianship Leading to a Certificate of Library Technical Assistant" and "Library Technicians" and a plan outlining "Immediate Action to be Taken for Implementing an Intensive Training Programme for Library Technicians" are appended. (Author/KE)

ED 077 527 LI 004 354

Marron, Beatrice And Others

A Study of Six University-Based Information Systems.

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—96p.;(0 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Wash., D.C. 20402; (SD Catalog No. C13.46:781, \$1.25) National Technical Information Service, Springfield, Va. 22151; (COM 73-50536, MF \$0.95)

Document Not Available from EDRS.

Descriptors—Computer Programs, Data Bases, *Electronic Data Processing, *Information Centers, Information Processing, Information

Services, Information Sources, *Information Systems, *Methodology, *Universities

A methodology for categorically describing computer-based information systems was developed and applied to six university-based, NSF-supported systems. The systems under study all operate as retail information centers primarily serving campus communities by accessing large commercially-available data bases using 3rd generation computer configurations. The systems vary in design philosophy, mode of user service, transferability characteristics, and operational status. A summary matrix is included. (Author)

ED 077 528 LI 004 355

Ranganathan, Shiyali Ramamritam

Impact of Growth in the Universe of Subjects on Classification.

International Federation for Documentation, The Hague (Netherlands). Committee on Classification Research.

Spons Agency—Danish Centre for Documentation, Copenhagen.

Report No.—FID-405; FID-CR-12

Pub Date 72

Note—26p.;(9 References); Ranganathan Memorial Issue

Available from—Danish Centre for Documentation, Anker Engelunds Veg 1, DK 2800 Lyngby (28 Danish kroner)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classification, *Documentation, Information Processing, *Information Science, *Information Theory

The development of the removal of rigidity in library classification is traced from the Enumerative Classification of DC (1876) through the Nearly-Faceted Classification of UDC (1896), the rigidly, though fully faceted version of CC (1933), the generalized faceted structure of version 2 of CC (1949), down to the Freely Faceted Classification of version 3 of CC (1970). The separation of the three planes of work classification—idea, notational, and verbal—and its conscious application is indicated. Mention is made of the advantage of recognising modes of formation of new subjects and isolates. The concept of compound isolate created by the Law of Parsimony is described. The atomisation of subjects in the Universe of Subjects make it obligatory for library classification to be based on a sound dynamic theory of classification in each of the three planes. For documentation search, the replacement of the general purpose computer by a special purpose electronic doc-finder is commended. To make the investment on electronic machinery pay back more than itself and to secure noise-free, leakage-free result of search, a continuous improvement in the theory and in the design of a scheme for classification is an absolute necessity. (Author/KE)

ED 077 529 LI 004 356

Spyers-Duran, Peter

Proposed Model Budget Analysis System and Quantitative Standards for the Libraries of the Nebraska State Colleges.

Nebraska State Colleges, Lincoln. Libraries.

Pub Date Jun 73

Note—26p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *College Libraries, Librarians, Library Acquisition, Library Collections, Library Cooperation, *Library Expenditures, Library Planning, *Library Standards, Library Technicians, *Models, Salaries

Identifiers—*Nebraska

The Nebraska State College Libraries share a mutual concern over the need for proper development of quantitative standards and library budget formulas. Their concern is categorized into matters relating to: (1) acquisitions, (2) expense and (3) personnel. Considerable institutional research has been developed in recent years to formulate standards of minimum adequacy of library support in the area of collection development, of expense and of personnel. The recommendations in this document are based on formulas used by the State of Washington College and University Libraries and the State University System of Florida Libraries. These system formulas have been widely copied by other systems as their validity has been tested over five or six years. Included in the appendices are Methods of Funds allocations, and descriptions and qualifications for library technical assistants. (Author/NH)

ED 077 530

LI 004 357

Honn, George S., Ed.

Information Resources in the Environmental Sciences.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date 73

Note—238p.; (245 References); Papers presented at the 18th Allerton Park Institute, November 12-15, 1972

Available from—Publications Office, Grad. School of Library Science, Univ. of Ill., 215 Armory Bldg., Champaign, Ill. 61820

Document Not Available from EDRS.

Descriptors—Conferences, Data Bases, *Environmental Education, *Environmental Research, Federal Government, Information Centers, *Information Services, *Information Sources, Institutes (Training Programs), *Librarians, Library Material Selection, Media Specialists, Professional Associations, Public Libraries, University Libraries

The 18th Allerton Park Institute (1972), sponsored by the University of Illinois Graduate School of Library Science and the Illinois Institute for Environmental Quality, was concerned with "Information Resources in the Environmental Sciences." Attention was directed toward the location, description and use of burgeoning resources in the broad field of environmental sciences. Papers presented included: "Librarians as Environmental Activists," "Government Agencies," "Information Resources in Environmental Sciences: An Academic Viewpoint," "Environmental Information From Other Organizations," "Scientific and Educational Society Activity in the Environmental Sciences," "Getting Down to Earth: The Call of Stockholm Upon the Information Services," "A Guide to Environmental Information Services of the Private Sector," "National Information Centers, Facilities and Services for the Environmental Sciences," "Regional Environmental Libraries," "State and Local Environmental Information Centers, Facilities, and Services," "Federal Resources and Environmental Programs," "The School Media Specialist as Activist," "Selecting and Evaluating Environmental Information Resources in Public Libraries," "Coping With Environmental Information Resources," "Durkheim and Weber in Wonderland: or, Building Environmental Collections for the Real World," and a summary of the conference. (Author/KE)

ED 077 531

LI 004 358

Auster, Ethel Lawton, Stephen B.

Meeting Ontario's Need for Educational Information: An Evaluation of the SDC/ERIC On-Line Bibliographic Search Service.

Ontario Inst. for Studies in Education, Toronto. Library.

Pub Date Mar 73

Note—92p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Data Bases, Questionnaires, *Search Strategies, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

Using an opportunity to test the latest developments of computerized retrieval of Educational Resources Information Center (ERIC) data, various aspects of the ERIC system that had previously gone unexamined were explored. The test of the system, which involved the use of an on-line computer terminal, is documented. Investigators were concerned with the nature of the material in the data base, particularly the extent of the inclusion of Canadian documents; what types of educators the data base could best serve; exploring the possibilities of cooperative efforts with neighboring institutions and agencies that shared certain needs; comparing the value of a machine-based retrieval system with a manual operation; and arriving at some notion of costs involved in adopting the new service. Findings in these areas are reported. Materials developed to acquaint users with the system and questionnaires designed to tap user reaction are appended. (Author/KE)

ED 077 532

LI 004 359

Programming for Reference Service. Working Paper No. 8.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date Jun 73

Note—32p.;(24 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Dissemination, *Information Needs, *Information Retrieval, Information Seeking, *Library Reference Services, Methods, *Research Libraries, *University Libraries

Identifiers—*Reference Librarians

A user contacts a reference librarian when he needs assistance to solve a methodological problem in getting information from the scholarly record. The reference librarian then takes on the user's problem. There are two responses the reference librarian can make: (1) teach the user how to access the scholarly record for his immediate purpose, or (2) provide the user with an "answer" to his problem. The latter only becomes justifiable if the reference librarian can respond in the user's problem-solving time frame. From this perspective then the reference librarian always has the obligation to explain the organization of the library and/or the organization of the literature. An "answer" is only provided if it is cost beneficial as judged from the user's time for both the user and the reference librarian. Thus in programming reference service the number of correct (or incorrect) answers is unimportant because the reference service has the obligation to reveal an organization, not an answer. Again from this perspective it is possible to plan reference service on a consistent basis throughout a library system; that is, it is not the complexity of the organization of the literature on which a reference service is based, but on the methodology for using the organization. The user has a defined responsibility to learn for himself if the librarian cannot respond within the user's problem-solving time frame. A protocol is suggested for estimating work loads utilizing the above perspective of reference service. (Author/NH)

ED 077 533

LI 004 360

Axford, H. William, Ed.

Proceedings of the LARC Computer-Based Unit Cost Studies Institute (University of Texas, Austin, September 16-17, 1971).

Library Automation Research and Consulting Association, Tempe, Ariz.

Pub Date 72

Note—95p.:(3 References)

Available from—The LARC Association, P. O. Box 27235, Tempe, Arizona 85282 (Hardbound—\$8.00, Paperback—\$5.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Cost Effectiveness, *Institutes (Training Programs), Library Automation, *Management Education, Management Information Systems, *Performance Criteria, Program Evaluation

Identifiers—LARC Association, *Library Administration

The purpose of the institute was to illustrate the capabilities of the computer as a management tool. For this reason, LARC sought to attract participants who were high enough on the administrative ladder to be both interested and able to benefit from such a presentation. Twenty-six people attended the institute and by far the largest percentage met this specification. The program, in keeping with the decided upon format, was limited to a single cost analysis and performance measurement program, one developed at Florida Atlantic University for the State University System in Florida and subsequently implemented at (ASU) Arizona State University. The participants were furnished with (1) a manual for carrying out a unit cost study (2) the summary data from studies carried out at ASU covering the fiscal years 1969/70 and 1971/72 (3) program documentation and (4) the Fortran program and the ASU raw data for 1971/72 in punched card form. The handouts, were in some respects, the most important benefit occurring to the participants as they made it possible to carry out a similar study at their own institutions with a minimum of effort. Furthermore, they could, if they so desired reproduce the entire 600 page ASU report as a study document prior to implementing a study of their own. In general, the single application approach, seemed to be justified by the participants response to the institute. (Author/NH)

ED 077 534

LI 004 361

Mick, Colin And Others

Development of Training Resources for Educational Extension Services Personnel. Vol. 1, Final Report.

Stanford Univ., Calif. Inst. for Communication Research.; System Development Corp., Santa Monica, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 30 Apr 73

Contract—OEC-0-72-4904

Note—237p.:(100 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Innovation, Educational Programs, Educational Resources, *Extension Agents, *Information Dissemination, *Information Sources, Information Utilization, Projects, *Project Training Methods, Role Models, Teacher Workshops, *Training

The rapid growth of educational research and development in America has widened the gap between average classroom practice and "best available" validated practices resulting from research and development at educational laboratories, universities, and school-based practice improvement projects. The extension agent system was chosen to change the educational dissemination system from a passive to an active one. Programs already in existence were studied and personnel functions were extracted to develop models. Job/role descriptions were compiled and divided into selection criteria and teachable knowledge/skills. Finally 28 modules to train project directors, resource personnel and field personnel were developed and tested. This document details the work performed and conclusions reached during the development project. Detailed information about the modules and how they can be utilized is available in the Trainers' Book of modules (LI 004362) and the Trainees' Book of modules (LI 004363). (Author/DH)

ED 077 535

LI 004 362

Mick, Colin And Others

Development of Training Resources for Educational Extension Services Personnel. Vol. 2, Trainers' Book.

Stanford Univ., Calif. Inst. for Communication Research.; System Development Corp., Santa Monica, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 30 Apr 73

Contract—OEC-0-72-4904

Note—417p.:(0 References)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Educational Resources, Extension Agents, *Information Dissemination, Instructional Materials, *Lesson Plans, Manuals, Project Training Methods, Resource Teachers, *Teaching Guides, *Teaching Procedures, *Trainers

The rapid growth of educational research and development in America has widened the gap between average classroom practice and "best available" validated practices resulting from research and development at educational laboratories, universities, and school-based practice improvement projects. The extension agent system was chosen to change the educational dissemination system from a passive to an active one. Programs already in existence were studied and personnel functions were extracted to develop models. Job/role descriptions were compiled and divided into selection criteria and teachable knowledge/skills. Finally 28 modules to train project directors, resource personnel and field personnel were developed and tested. This trainers' book consists of lesson plans for each of the modules. A summary description is followed by a list of required materials and aids. Detailed information is given on points to be covered and how to conduct the learning session. Background papers are included with most modules. This document is meant to be used in conjunction with the Final Report (LI004361) and the Trainees' Book (LI004363). (Author/DH)

ED 077 536

LI 004 363

Mick, Colin And Others

Development of Training Resources for Educational Extension Services Personnel. Vol. 3, Trainees' Book.

Stanford Univ., Calif. Inst. for Communication Research.; System Development Corp., Santa Monica, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Pub Date 30 Apr 73

Contract—OEC-0-72-4904

Note—364p.:(0 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Educational Resources, *Extension Agents, *Information Dissemination, *Information Retrieval, Information Seeking, Information Sources, Instructional Materials, Project Training Methods, *Study Guides, *Trainees

The rapid growth of educational research and development in America has widened the gap between average classroom practice and "best available" validated practices resulting from research and development at educational laboratories, universities, and school-based practice improvement projects. The extension agent system was chosen to change the educational dissemination system from a passive to an active one. Programs already in existence were studied and personnel functions were extracted to develop models. Job/role descriptions were compiled and divided into selection criteria and teachable knowledge/skills. Finally 28 modules to train project directors, resource personnel and field personnel were developed and tested. This trainers' book provides an outline of each module plus background and resource material. It is meant to be used in conjunction with the Final Report (LI004361) and the Trainers' Book (LI004362). (Author/DH)

ED 077 537

LI 004 364

QUIS: Queen's University Information Systems; Report of Activities for the Period Ending on 31st December, 1972.

Queen's Univ., Belfast (Northern Ireland). Dept. of Computer Science.

Spons Agency—Office for Scientific and Technical Information, London (England).

Pub Date Jan 73

Note—146p.:(38 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, Bibliographic Citations, Data Bases, Information Dissemination, *Information Retrieval, *Information Systems, *On Line Systems, *Physics

Two computer information systems, one for reference retrieval and the other for the retrieval of numerical data on atomic and molecular physics are being developed at the Queen's University of Belfast. The reference retrieval system is based on the atomic and molecular physics section of the INSPEC tapes. The tapes contain complete abstracts of the documents which are incorporated into the system, and from these a thesaurus of relevant keywords is constructed. The data base is searched using these keywords. There are over 7000 documents indexed and the thesaurus contains about 3000 terms. The numerical data system allows a user to retrieve and manipulate with numerical data. At present, the data base consists of atom-atom potentials which are extracted from the literature. For each state is stored the available potential data along with a reference to the source, an estimate of the accuracy and the range of validity. The potentials can take various forms, for example, a table of values or the parameters of a formula of known form. At present six forms of potential curve fits can be accommodated. The fits are stored in atomic units but can be outputted in the units chosen by the user. The system allows the user to manipulate with the stored data. (Author/SJ)

ED 077 538

LI 004 365

Adams, Golden V., Jr.

A Study: Library Attitudes, Usage, Skill and Knowledge of Junior High School Age Students Enrolled at Lincoln Junior High School and Burns Union High School, Burns, Harney County, Oregon 1971-72.

Pub Date 72

Note—114p.:(35 References); Research report submitted to the Graduate Dept. of Library and Information Sciences, Brigham Young Univ

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Junior High School Students, Library Instruction, Library Reference Services, Library Services, *Library Skills, *Library Surveys, Reading Habits, *Reading Material Selection, *School Libraries, Use Studies

This research project deals with grade level, sex, GPA, formal library science class and reading achievement level of junior high school students. These were studied in relation to library attitude, usage, skill and knowledge. The card catalog, vertical file, periodicals, and reference books were evaluated to obtain statistics for the conclusions of this study. Using the chi-square test for significance, it was found that girls were more academic than boys, and students who had taken library science classes were more studious. Higher reading ability students showed a greater interest in hardbound books and boys generally preferred paperback books. The students knew that the card catalog was useful, but did not know how to use it. Dictionary skill was found to be a problem. Periodicals were chosen according to student interest and significantly, the "Reader's Guide" was the least used reference tool in all three school districts' libraries. Browsing and requesting librarian assistance were the two main finding tools used by the students. Skill in using reference books was definitely increased by taking a formal library science class. (Author/DH)

ED 077 539

LI 004 366

Childers, Thomas, Ed.

Measuring the Quality of Public Library Services; A Report to Participants.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.

Pub Date Aug 72

Note—26p.;(15 References); Working report June 14-15, 1972; New Carrollton, Md.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Education, *Library Research, *Library Services, Library Surveys, *Measurement Techniques, *Research Methodology, Workshops

The purposes of the Workshop on Measuring the Quality of Public Library Services were to explore attitudes toward service, discuss the many facets of measuring library services and get a close-up view of one particular method of evaluating services: "hidden testing." Informal proceedings of the workshop include: (1) a talk of Ernie DeProspero entitled "The Measurement Art," giving the general state of public library measurement and some new techniques that are currently being explored, (2) two talks by Tom Childers, one entitled "Measuring Quality of Information Services," discussing recent studies that have involved the hidden testing of library services, and the other entitled "Measuring Impact and Quality in Maryland," summing up the workshop and offering recommendations for future activity, and (3) "A Very Short Bibliography on Library Measurement with an Emphasis on Hidden Measurement." (Author/KE)

ED 077 540

LI 004 367

Cassata, Mary B. Palmer, Roger C.

Proposal for an Information Service for University Administrators; Office of Specialized Services - Implementation.

State Univ. of New York, Buffalo. Univ. Libraries.

Pub Date 73

Note—16p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Needs, *Information Services, *Library Reference Services, *University Administration, *University Libraries

In response to a directive to the Director of Libraries, State University of New York at Buffalo, to investigate the possibility of establishing a resource/research office to handle the specialized reference needs of university administrators, this document outlines a proposed Office of Specialized Services (OSS). Staff, clientele and dates of pilot operation are spelled out, along with services to be provided (current awareness, reference service, photo copy service, literature searches, existing abstracts, requests, special telephone number, special requests), services not provided (report writing, editing), staff job descriptions and proposed development of a data base. Budget requirements and plans for post-pilot continuation of services are presented. Proposed forms for use by the OSS, including client profiles, search requests and request analyses, are appended. (Author/KE)

ED 077 541

LI 004 368

Cassata, Mary B.

Library Instruction Program Proposal.

State Univ. of New York, Buffalo. Univ. Libraries.

Pub Date 73

Note—9p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *College Students, Graduate Students, *Library Instruction, *University Libraries, *Use Studies

A number of studies cited in the literature show a positive correlation between the students' scholastic grade point average and his library usage. The case is made by a growing cult of librarians who are engaged in "teaching the library" that the librarian so engaged makes a direct contribution to the student's success at his studies. Although there is general agreement that students need help in the use of the library, real disagreement does exist as to (1) exactly who needs that help, (2) under what conditions, (3) when, and (4) to what degree. This proposal confronts that disagreement, suggesting that library instruction should be given to the student at the time of need, to all classes (status) of students, continuously (but not repetitiously) and at a cost so cheap that the recipient cannot afford to pass it up. Six guiding principles, expanding on the aforementioned suggestions, are offered along with a four-level sample program of instruction. Program evaluation, resource base, faculty involvement and other problems inherent in the program are discussed. (Author/KE)

ED 077 542

LI 004 369

Leisinger, Albert H., Jr.

User Evaluations of Microfilm Readers for Archival and Manuscript Materials.

National Archives and Records Service (GSA), Washington, D.C.

Pub Date 73

Note—42p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archives, *Equipment Evaluation, *Microform Readers, Questionnaires, Research Libraries, *Use Studies

In an effort to provide the National Archives and Records Service and other archives and research libraries with guidelines to assist them in the selection of microfilm readers suitable for use with microfilm copies of archival or manuscript materials, provide manufacturers with data to improve their product, and provide the Library Technology Program (ALA) and the National Reprographic Center for documentation information that would serve as a check in their own technical evaluations, eight commercially available models of 35mm roll microfilm readers were tested. As much as possible the most favorable lighting and furniture arrangements were provided for each machine. Readers were cleaned daily and checked regularly to assure proper functioning. Participants were selected at random from the user population and asked to fill out a questionnaire after using each reader. Findings concerning loading, focusing, screen illumination and other characteristics of machine use are presented, along with data on comparative performance, specifications of each reader tested and a sample questionnaire. (Author/KE)

ED 077 543

LI 004 370

South Carolina Pilot Program for Information Dissemination. Final Report.

South Carolina State Dept. of Education, Columbia.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0772

Pub Date 15 Jun 73

Contract—OEC-070-5050(508)

Note—109p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Centers, *Information Dissemination, *Information Retrieval, Program Descriptions, State Departments of Education

Identifiers—Educational Information Consultants, *South Carolina

A pilot information retrieval and dissemination unit was established within the South Carolina Department of Education in July, 1970. A major goal was to develop an effective and efficient link between information sources and educators utilizing interpersonal communication linkages. Improvement of state and local educational practices was the main purpose of the effort. This report on the second and final eighteen months of the pilot project is presented in the following form:

ma: (1) capsule view of the project for the first eighteen months, (2) activities in the final eighteen months, including expansion of retrieval and dissemination services, facilitation of information utilization in non-target districts and linking non-target districts through the state education agency, (3) statistical report, covering number of requests, document orders, searches performed and cost data, and (4) conclusions and recommendations. Case studies on facilitation of information services and utilization of information packages are appended. [Related documents are ED063943, ED065739 and ED065740.] (KE)

ED 077 544

LI 004 371

A Joint Effort to Enhance the Dissemination Functions of State Education Agencies. Final Report. South Carolina State Dept. of Education, Columbia.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 29 Jun 73

Grant—OEG-0-71-4131

Note—68p.;(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Educational Resources, *Information Dissemination, *Information Networks, Information Retrieval, Information Services, *Information Utilization, State Departments of Education

Identifiers—*Information Transfer

In 1969 the U.S. Office of Education sponsored a national meeting to examine information dissemination efforts within state education agencies. This initial encounter was designed to introduce the establishment of a network of communication and cooperation involving USOE and the agencies. Texas was awarded funds to begin a study. In 1971 the South Carolina Department of Education was given the contract to continue the work. This document is a summary of the major activities undertaken. The appendices (which are the bulk of the document) include evaluations and summaries of the national conferences and steering committee meetings. (Author/DH)

ED 077 545

LI 004 372

National Commission on Libraries and Information Science Public Hearing; San Francisco Regional Hearing (November 29, 1972): Oral Testimony.

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date 29 Nov 72

Note—363p.;(0 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the oral testimony presented at the San Francisco Regional Hearing. The written testimony of the witnesses is LI004373 and other testimony is LI004374. (The Chicago Regional Hearing is available as ED068143 through 068145 and the Atlanta Regional Hearing is available as LI004375 through 004377.) (NH)

ED 077 546

LI 004 373

National Commission on Libraries and Information Science Public Hearing; San Francisco Regional Hearing (November 29, 1972): Written Testimony of San Francisco Witnesses.

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date 29 Nov 72

Note—113p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review of those who will be affected. This document contains the written testimony of witnesses at the San Francisco hearings. The transcript of the oral testimony is LI004372 and other testimony is LI004374. (The Chicago Regional Hearing is available as ED068143 through 068145 and the Atlanta Regional Hearing is available as LI004375 through 004377). (NH)

ED 077 547

LI 004 374

National Commission on Libraries and Information Science Public Hearing; San Francisco Regional Hearing (November 29, 1972): Other Written Testimony.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 29 Nov 72

Note—363p.;(11 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains written testimony related to the San Francisco Hearing. The transcript of the oral testimony of the witnesses is LI004372 and written testimony of the witnesses is LI004373. (The Chicago Regional Hearing is available as ED068143 through 068145 and the Atlanta Regional Hearing is available as LI004375 through 004377). (NH)

ED 077 548

LI 004 375

National Commission on Libraries and Information Science Public Hearing; Atlanta Regional Hearing (March 7, 1973): Oral Testimony.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 7 Mar 73

Note—356p.;(0 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of national hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the oral testimony presented at the Atlanta Regional Hearing. The written testimony of the witnesses is LI004376 and other testimony is LI004377. (The Chicago Regional Hearing is available as ED068143 through 068145 and the San Francisco Regional Hearing is available as LI004372 through 004374). (NH)

ED 077 549

LI 004 376

National Commission on Libraries and Information Science Public Hearing; Atlanta Regional Hearing (March 7, 1973): Written Testimony of Atlanta Witnesses.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 7 Mar 73

Note—179p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains the written testimony of the witnesses at the Atlanta hearing. The transcript of the oral testimony is LI004375 and other testimony is LI004377. (The Chicago Regional Hearing is available as ED068143 through 068145 and the San Francisco Regional Hearing is available as LI004372 through 004374). (NH)

ED 077 550

LI 004 377

National Commission on Libraries and Information Science Public Hearing; Atlanta Regional Hearing (March 7, 1973): Other Written Testimony.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 7 Mar 73

Note—555p.;(0 References)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Information Needs, Information Services, *Information Systems, *Libraries, Library Services, *Use Studies

Identifiers—*National Commission on Libraries and Information, NCLIS, Public Hearings, Testimony

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document contains written testimony related to the Atlanta Hearing. The transcript of the oral testimony of the witnesses is LI004375 and the written testimony of the witnesses is LI004376. (The Chicago Regional Hearing is available as ED068143 through 068145 and the San Francisco Hearing is available as LI004372 through 004374). (NH)

PS

ED 077 551

PS 006 465

Jencks, Christopher And Others. Inequality: A Reassessment of the Effect of Family and Schooling in America.

Pub Date 72

Note—399p.

Available from—Basic Books, Inc., Publishers, 404 Park Ave. S., New York, N.Y. 10016 (\$12.50)

Document Not Available from EDRS.

Descriptors—Books, Cognitive Ability, Cultural Background, Educational Background, *Educational Equality, Environmental Influences, Family Background, *Intelligence Differences, Racial Differences, *Social Differences, *Social Mobility, *Socioeconomic Influences, *Statistical Data

The results and interpretation of three years of research into inequality are presented in this

book. Chapters cover these topics: (1) from equal opportunity to equal results; (2) inequality in the schools—access to schools and colleges, expenditure differences between schools and individuals, access to privileged school mates, and access to fast classes and college curriculums; (3) inequality in cognitive skills—the nature and extent of cognitive inequality, the heredity/environment controversy, schooling and cognitive inequality; (4) a note on noncognitive traits; (5) inequality in educational attainment—the effects of economic background, race, and family background, academic aptitude and academic credentials, and the effects of school quality, high school resources, segregation, and curriculum placement; (6) inequality in occupational status; (7) income inequality; (8) inequality in job satisfaction; and (9) what can be done. Estimating the heritability of IQ scores and path models of intergenerational mobility are discussed in two appendices, and a layman's guide to statistical terms is provided in a third. A lengthy list of references is also provided. (KM)

ED 077 552

PS 006 472

Early Childhood Programs in the States: Report of a December 1972 Conference.

Education Commission of the States, Denver, Colo.

Pub Date Mar 73

Note—90p.; The fifth report of the Education Commission of the States Early Childhood Task Force

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00, Report No. 34)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, Child Development, Compensatory Education Programs, *Conference Reports, Disadvantaged Youth, *Early Childhood Education, Federal Legislation, Preschool Programs, State Legislation, *State Programs

A report of the first conference on implementing State early childhood programs, sponsored by the ECS Early Childhood Project, is presented. Speeches provided are: (1) "The States Are Moving in Child Development" by Robert E. McNair; (2) "Our Evolving Social Policy for Children: Fact or Fiction" by Edward Zigler; (3) "State Responsibility and Services for the Young Child" by Wilson Riles; (4) "Setting Program Priorities"—panel discussion; (5) "Effect of Revenue Sharing and Other Federal Legislation on State Early Childhood Programs" by Stephen Kurzman; (6) "Assessing Needs"—case study; (7) "Legislation"—case study; (8) "Alternative State Structures"—case study; (9) "HEW in the Region"—case study; (10) "Parents and State Policy"—panel discussion; (11) "The Implementation Process: The Florida Experience" by Milton Akers; and (12) "Support for Federal Child Care Programs" by Patricia Schroeder. A list of conference participants concludes the report. (KM)

ED 077 553

PS 006 473

Dusewicz, Russell A.

The Parent Involvement Program. A Final Report. West Chester State Coll., Pa. Learning Research Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date Sep 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Disadvantaged Groups, *Home Programs, Mother Attitudes, *Mothers, *Parent Child Relationship, *Parent Participation, *Preschool Programs, Program Descriptions, Program Evaluation, Social Development

The Parent Involvement Program was designed to help low-income disadvantaged mothers teach their young children during the infant and toddler stages at home to help prepare them for later school entrance. The first of two sessions began in the spring, 1972, with 19 mothers participating. A tutor visited each mother for one hour each week to discuss specific aspects of child development and to provide her with specific related activities to work on with her child. The mother was asked to spend at least 15 minutes a day working with the child on the activities. One

of the main objectives of the program was to give the mothers practical information with which to better understand both her child and her child's development. Most important, the activities were to serve as a bridge for mother-child interaction. The program initially consisted of 16 lessons. The Survey of Parent Attitudes was administered to each mother in an interview upon the completion of lesson 7. Each mother filled out a weekly progress sheet reporting the child's progress with the activities. After a break, the second session began with 15 of the same mothers. The program was considered successful: (1) there was a large increase in the amount of mother-child interaction; (2) mothers were a little more understanding of child behavior; and (3) children improved physically, mentally, emotionally, and socially. (KM)

ED 077 554 PS 006 475

Oliver, Steven D. And Others.
Some Effects on Human Behavior of Aversive Events.

Utah Univ., Salt Lake City. Bureau of Educational Research.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Aggression, Anti Social Behavior, Children, *Conditioned Response, *Electrical Stimuli, Operant Conditioning, Reinforcement, *Stimulus Behavior, Technical Reports, *Timeout

Two studies were done to examine aggressive behavior in humans. In Experiment One, adults working on a plunger pulling task could receive a 3.5 ma shock at 75% probability every two minutes. The shock was unrelated to their plunger pulling behavior. Subjects could press a toggle switch to deliver electric shock to the experimenter, who was in the room with the subjects as an alleged observer. Three sessions in which no shock was delivered alternated with two sessions in which shock was delivered. In shock sessions subjects pressed the toggle switch and shocked the observer at an average rate more than nine times higher than in the non-shock sessions. In Experiment Two, baselines of aggressive behavior were collected for three consecutive 120- or 90-minute segments daily. The subjects were two children, and a single-subject repeated measures multiple baseline design was used. After approximately two weeks of baseline, a brief time-out was made contingent upon aggressive behavior which occurred in the first segment each day, and non-contingent time-outs roughly yoked to the time-outs in the first segment were delivered in the third segment each day. Other conditions were also included. Non-contingent time-out seemed to control an above baseline rate of aggressive behavior in the segments in which it was programmed, and in adjacent segments. Results were interpreted as replicating the animal laboratory findings relating non-contingent aversive stimulation to aggressive behavior. (Author/KM)

ED 077 555 PS 006 476

Swift, Marshall

The Application of a Behavioral Effectiveness Measure in a Longitudinal Study.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Development, Behavior Patterns, *Behavior Problems, Classroom Participation, Compensatory Education Programs, Kindergarten, *Longitudinal Studies, *Measurement Instruments, Primary Grades, Speeches, *Student Adjustment

Identifiers—Project Follow Through, Project Head Start

A measurement of behavioral effectiveness in a longitudinal study of children in urban classrooms is presented. The specific nature of behavioral difficulties from kindergarten to third-grade, the stability of behavior patterns over this four year period, the relation between behavioral effectiveness and traditional measures of achievement success, and the use of behavioral effectiveness measures as a means of assessing program impact are discussed. Attention is focused on: (1) the degree

to which children become more (or less) effective in coping with classroom demands, over their first four years of school, (2) correlates of effective behavior, (3) the degree to which prediction of later success might have been accomplished, and (4) the relevance of such data to programming for children. (Author)

ED 077 556 PS 006 477

Idea Exchange: Innovative Programs in Cook County Suburban Schools. Winter 1973.

Educational Service Region of Cook County, Chicago, Ill.

Pub Date 73

Note—7p.

Available from—Public Information Office, IDEA Exchange, c/o Educational Service Region of Cook County, 33 West Grand Avenue, Chicago, Illinois 60610

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*County Programs, Diagnostic Teaching, *Educational Innovation, English (Second Language), Individualized Programs, Nongraded Classes, *Periodicals, Preschool Education, Primary Grades, Reading Programs

This periodical is designed to disseminate information pertaining to exemplary innovative programs in Cook County, Illinois. Programs discussed in this issue are: (1) a child care program for female high school students; (2) interpretation of history-literature, a class for gifted sophomores; (3) pre-kindergarten service to children with developmental problems; (4) leisure time education; (5) home start program; (6) multi-age pilot project, featuring individualized team teaching; (7) non-graded continuous development program for elementary school reading; (8) prescription reading program; (9) school community preschool project; (10) Project LIMA (Lincolnwood Individualized Learning by Multi-Age Grouping); (11) flexibility through shared responsibility, involving prospective elementary school teachers; and (12) English as a second language. (KM)

ED 077 557 PS 006 478

Project Follow Through.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children; Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Compensatory Education Programs, Disadvantaged Youth, Federal Programs, *Kindergarten, Parent Participation, *Primary Grades, *Program Descriptions, Program Evaluation

Identifiers—Illinois, *Project Follow Through

The four Follow Through projects in Illinois are described and evaluated. These projects involve approximately 1,450 children in K-3 in Mounds, East Saint Louis, Waukegan, and Chicago. The Chicago project is subdivided into three individual projects and is trying three experimental programs. Emphasis is given to the nature of the environmental setting, a description of the project, the project objectives, and project participants. Exemplary and innovative aspects of the programs are described, as are evaluation, dissemination, inservice training. Emphasized for their significance in the success of the effort are the formal instructional program, the diversified use of many personnel in the classroom and community, and parental and community involvement. (KM)

ED 077 558 PS 006 479

Vandenberg, S. G.

Heredity Factors in Spatial Visualization.

Colorado Univ., Boulder. Dept. of Psychology.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Literature Reviews, Nonverbal Ability, *Space Orientation, *Spatial Relationship, *Visualization, Visual Measures, Visual Perception

Spatial visualization is not yet clearly understood. Some researchers have concluded that two factors or abilities are involved, spatial orientation and spatial visualization. Different definitions and different tests have been proposed for

these two abilities. Several studies indicate that women generally perform more poorly on spatial tests than do men; it has been suggested that this sex difference has an hereditary basis. Several studies support this hypothesis. A study has shown that females with Turner's Syndrome perform much more poorly on Wechsler performance subtests than on the verbal subtests, but immaturity due to parental indulgence may account for these results. A research question of considerable interest is at how early an age spatial ability can be tested. Few attempts have been made to improve performance on spatial tests by practice or relevant training, but the author has such a study with third and fifth graders underway. Such studies have shown training to improve scores considerably. References are provided. (KM)

ED 077 559 PS 006 481

Ellis, M. J.

Why People Play.

Pub Date Jan 73

Note—173p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$8.95)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Behavior Theories, Books, Child Development, *Early Experience, *Games, *Learning Processes, *Play

A critical analysis is made of the content and assumptions of the many theories or explanations for play behavior. The seven chapters of the book are as follows. Chapter One, A Purview of the Problems, is a brief overview of the problems inherent in attempting to manage play, and the arguments for and against. The second chapter, Definitions of Play, defines play. Chapter Three, Classical Theories of Play, analyzes these theories that have in common their age and a concern with the inherent nature of play that was common across a species. The fourth chapter, Recent Theories of Play, deals with more recent explanations that have in common a recognition of the importance of preceding experiences of the individual player. Chapter Five, Modern Theories of Play, reviews in detail contemporary thinking on play and its motivation. The sixth chapter, An Integration, integrates three theories that seem to hold most promise of explaining play. Chapter Seven, Implications for Practice, takes the problems from the viewpoint of the practitioner, sketching in principles of operation derived from Chapter Six. Many references are provided. (Author/DB)

ED 077 560 PS 006 484

Ypsilanti-Carnegie Infant Education Project.

Progress Report.

Ypsilanti Public Schools, Mich.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Sep 69

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Data Collection, *Disadvantaged Environment, Early Experience, *Home Instruction, *Infants, *Intervention, Measurement Instruments, *Mother Attitudes, Program Descriptions, Research Design, Teacher Role, Teaching Techniques

Identifiers—Carnegie Corporation, Ypsilanti Public Schools

Results of the first 6 months of the Ypsilanti-Carnegie Infant Education Project are provided, including quantitative data and a case study, a discussion of the curriculum employed in the home and illustration of curriculum practices, and research design changes. The purpose of the project is to assess the effectiveness of systematic intervention by public school teachers, starting at the period of infancy, in preventing the intellectual deficits commonly found in children from disadvantaged populations. To control some of the important variables, four groups have been established: an experimental group, a contrast group, and two control groups. The experimental group utilizes home teaching by public school teachers; the contrast groups employs home visits by volunteer college students and young women from the community to provide adult attention for the child and service to the family; one control group is a no-treatment group receiving only the same testing as other groups; and the other control group is a no-treatment, no-testing group. Testing instruments used are: Maternal Behavior Inventory; Teacher's Report, Form B; Infant Cog-

nitive Home Environment Scale; Infant Information Inventory; Infant and Maternal Medical History; Ypsilanti Picture Sorting Inventory; Bayley Infant Scales of Development; and Kagan Measures. The pilot study conducted during the first 6 months of the project focused upon organization of the home teaching program, the data collection procedures, and staff orientation. (DB)

ED 077 561 PS 006 485

Pender, Robert M.

Rationale for the Perceptual Analysis Kindergarten Test.

Charles County Board of Education, La Plata, Md.

Pub Date [73]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, Eye Hand Coordination, *Intellectual Development, *Kindergarten, *Perceptual Development, Preschool Children, *Test Construction, *Tests, Visual Perception

Identifiers—*Perceptual Analysis Kindergarten Test

The Perceptual Analysis Kindergarten Test is based on the rationale or thesis that learning is hierarchical. The test is used to help determine the level of the child in the hierarchy so that a remedial program can be devised to bring the child up to the level where he can develop the associative conceptualization required to be able to learn in the academic setting. The test can be given to a group of children by a teacher, preferably in two sessions; if given individually, the test may be done in one session. It is not a time test. In some cases, it might take about half an hour totally and individually, it can be done within 15 or 20 minutes. The first part of the test attempts to determine what perception the child has of himself. In the second part, the test determines whether the visual perception of the child is sufficiently integrated so that he is able to see similarities and differences in pictures of people, designs of a geometric nature, letters, and words. The third part tests auditory-visual modality of learning. The fourth part determines the child's eye-hand coordination and ability to reproduce designs. The fifth part also deals with eye-hand coordination, but combines this with directional ability and ability to follow through with increasingly complex designs. The sixth part is a combination vocabulary and gross auditory discrimination test. The seventh part determines whether the child understands directions. The eighth part tests a basic arithmetic concept, and the ninth part measures visual memory kinesthetic mode of learning. (DB)

ED 077 562 PS 006 486

Pavloff, Gerald Wilson, Gary

Adult Involvement in Child Development for Staff and Parents. A Training Manual.

Humanics Associates, Atlanta, Ga.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 72

Note—150p.

Available from—Publication Division, Humanics, 881 Peachtree St., N.E., Atlanta, Georgia 30309 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Child Care Workers, *Child Development, Manuals, *Parent Participation, Preschool Education, *Preschool Programs, *Staff Role, Volunteers

Identifiers—*Project Head Start

Ways to increase the involvement of parents in child development programs are presented in this training manual. The sections of the manual are as follows: I. Parent Involvement; II. How Parents Can Participate; III. Making Participation Meaningful; IV. What the Parent Groups Do; V. The Parent Sub-Committee; VI. What Would the Parents Be Interested In?; VII. Parent Involvement and the Head Start Director; VIII. Parent Involvement and the Center Staff; IX. The Policy Council and the CAA Board of Directors; and X. Help, Hints and Concluding Thoughts. Appendixes provide the following: A. Prisoner's Dilemma Game; B. The Sub-Committee, Center Committee, and Policy Council; and C. Sample By-Laws for a Head Start Policy Council—A Guide for Revising or Developing By-Laws. (DB)

ED 077 563

Kliman, Gilbert

Analyst in the Nursery: An Application of Child Analytic Techniques in a Therapeutic Nursery. I. A Schematic Description.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 72

Note—33p.

Available from—The Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, New York 10605 (\$1.00, Code No. 102, paper)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Psychology, *Evaluation Criteria, Models, *Nursery Schools, Preschool Education, *Psychotherapy, *Teacher Role, Technical Reports

Identifiers—*Project Cornerstone

The Cornerstone Project is an application of child psychoanalytic techniques in synergy with therapeutic nursery education. The Cornerstone School and the method associated with it provide treatment for children ages three to six years within a nursery classroom group setting. A therapist works six or more hours per week in the classroom, during which time he is working with all the children in the group—five to seven children. Two early childhood educators are in charge of the classroom educational activities, which proceed throughout the sessions. Teachers meet with the therapist almost daily to share observations and communications from parents, as well as to hear the material gathered during treatment that may not have been overheard in the class session. Parents are interviewed by the head teacher each week, and the therapist meets individually with parents once a month. A majority of the children have existing emotional disturbances, but patients who come for preventive reasons are accepted and given priority. In the classroom setting, there is considerable rapid emotional growth, tendency to progress from infantile and pathological patterns of psychological function, and spontaneous expressivity. Examples are given of moments in the Cornerstone classroom, which show the method in use with a variety of children. Following this, details of the treatment of a single child are given. A set of criteria used for codifying aspects of the treatment process are appended. (DB)

ED 077 564

Keislar, Evan R.

The Instructional Environment and the Young Autonomous Learner.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9938

Pub Date 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Early Childhood Education, Educational Research, *Instructional Design, Learning Activities, *Learning Laboratories, *Learning Processes, Self Directed Classrooms, Student Motivation, Technical Reports

Identifiers—*Project Head Start

The study of goal-directed learning through the design of components in the environment is reported. Particular emphasis is given to the way the child uses informational resources to attain an educational goal, i.e., the question of how children seek and use available information. The data gathering procedures ranged from the development and use of fairly precise testing devices to informal observations of children's reactions. The research strategy was to move back and forth from studies of the learning center in a controlled laboratory context to those in an open classroom environment. Three types of questions were raised in studying this interface between the child and the instructional environment: (1) children's strategies of information-seeking and use, (2) effectiveness of the learning center in terms of immediate learning outcomes, and (3) possible long-range outcomes. The major unit used for the studies was a learning center which posed a paired-associate learning task. Studies with Head Start children in the laboratory and using the laboratory in a classroom setting are described. Wide individual differences were found in the way young children engaged in self-prompting.

PS 006 487

Although there was no definite evidence obtained, it seems plausible that the way children attack this task of self-instruction reflects broader personality patterns. The learning center was of considerable interest for most of the young children, being in use from 75% to 100% of the time; it was also effective as a means for self-instruction for a large proportion of these children. (DB)

ED 077 565

Selman, Robert L., Lieberman, Marcus

An Evaluation of a Curriculum for Primary Group Children Based on Cognitive-Developmental Theory of Moral Reasoning.

Harvard Univ., Cambridge, Mass. Lab. of Human Development.

Pub Date 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Curriculum Development, *Curriculum Evaluation, *Ethical Instruction, Evaluation Techniques, Filmstrips, Instructional Design, *Moral Development, *Primary Grades, Teacher Role, Technical Reports

The development and evaluation of a curriculum that presents moral dilemmas for primary grade children are discussed. Using the method of sound filmstrips, a set of dilemmas was constructed for stimulating development in primary grade children in the following ways: (1) they present dramatic stories which are enjoyable and involving to watch for children of this age; (2) they present a conflict between two or more values understood by children of this age; (3) they are open—children of this age disagree about what is right and have difficulty making up their minds; and (4) without giving "right answers," they present reasons above the level of most of the children in the class which may help stimulate the child to make his own level of reasoning more adequate. The filmstrips provide stimulation of moral development. The curriculum is divided into five units: keeping promises, telling the truth, respecting property rights, sharing and taking turns, and understanding the reasons for rules. Each unit contains two moral dilemmas. The teacher's role is to stimulate a moral discussion of the dilemma. A preliminary pilot study being carried out to evaluate this curriculum is in the process of testing the following hypotheses: (1) intervention in the form of filmstrip dilemma presentation and discussion will cause significant change in moral development level compared with a comparison group; and (2) both "expert-led" and "teacher-led" groups will not differ significantly from each other, but their mean amount of change will differ from that of the control group. Six second-grade classrooms are participating in the experiment. Three dilemmas are appended. (DB)

ED 077 566

Stein, Myron Ronald, Doris

Educational Psychotherapy of Preschoolers.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Child Development Specialists, Educational Therapy, Higher Education, Intervention, *Preschool Children, Preschool Education, *Preschool Teachers, Professional Continuing Education, *Psychoeducational Processes, *Psychotherapy, *Teacher Education, Technical Reports

Educational psychotherapy for preschool children and its functioning are described in detail. Also described is the process of training teachers to do this work. The educational psychotherapy process attempts to operate at the interface between education and psychotherapy. The components of catharsis, recall, sharpening and correcting of perceptions, correction of projections, and emphatic insistence upon adaptation to everyday reality are all parts of the work of educational psychotherapy. The method is particularly appropriate for the young age group. The training of teachers is carried out in a formal two-year training program in which each trainee spends a minimum of 12 hours per week. At least six of the hours are spent working with children and their families, and six are didactic and supervisory. Each trainee must have treated at least three children, of various diagnostic categories,

and their parents over the two-year period, and must have participated in the evaluation process with observations and brief trial therapies. Trainees are required to have, or are encouraged to work toward while in training, New York State Certification in Early Childhood or its equivalent. On completion of training, the educational psychotherapist can go into schools and day care centers, can become a mental health resource person, or can become a mental health professional. Two clinical examples are given of the educational psychotherapy process. (DB)

ED 077 567 PS 006 492

Lydiard, Beverly, Ed. Simon, Beverly Silver, Ed. **Kaleidoscope 7: Winter 1973. Special Issue: E.S.E.A. Title III Projects in Massachusetts.**

Massachusetts State Dept. of Education, Boston. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—64p.

Available from—Kaleidoscope, Massachusetts Department of Education, Bureau of Curriculum Services, 182 Tremont St., Boston, Mass. 02111

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Curriculum Development, Directories, *Educational Innovation, *Educational Programs, Elementary Grades, Federal Programs, Individualized Instruction, Interdisciplinary Approach, Kindergarten, Open Education, Preschool Education, *Program Descriptions, School Community Programs, Special Education, *State Programs

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III, Massachusetts

This report is a guide to ESEA Title III programs in Massachusetts. Forty-six programs are described; these programs concern, among many other topics, curriculum development, bilingual education, inservice teacher training, interdisciplinary programs, individualized instruction, learning and behavior problems, and environmental study. In addition to a description of the program, the director, phone, participating districts (where applicable), other staff positions, Title III supervisor, amount of Title III grant, and extent of local support are given for each program. (KM)

ED 077 568 PS 006 493

Datta, Lois-ellin

Planned Variation: An Evaluation of an Evaluative Research Study.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—15p.; Paper presented at the National Association for the Education of Young Children Conference (Atlanta, Georgia, November 15-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Curriculum Research, Evaluation Criteria, *Evaluation Methods, Preschool Education, *Preschool Programs, Program Evaluation, *Research Methodology, Research Problems, Speeches

Identifiers—*Project Head Start

Planned Variation was designed as a three-year program to assess the implementation of prominent preschool curricula in Head Start and the immediate effects of the programs. Sites used were those in which the sponsor already had a Follow Through program; the research project lacked the necessary control over site characteristics. Consultants visited the sites monthly. The classroom observation form and observer rating scale were keyed to what the sponsors said distinguished their model. Consultants developed sponsor-specific checklists. Controversy over expected outcomes and selection of tests of cognitive development created additional problems. It was found that statistical analysis could not compensate for the research design. Year 1 saw an emphasis on assessing implementation, the creation of the Classroom Observation instrument, the investment in creating new measures for years 2 and 3, the clinical case history and the consultant as innovators. Year 2 added a review panel for the project and increased the investment in developing new child and family measures. Year 3 added sponsor-specific studies, research for individual sponsors. Year 4 is for

phasing out the sites. A summary is made of what was learned about evaluative research administration that may be applicable to similar studies. (KM)

ED 077 569 PS 006 494

Datta, Lois-ellin

Changes in Observed Social Interactions Among Children of Same and Other Ethnic Groups in Ethnically Heterogeneous Preschool Programs.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—12p.; Paper presented at the National Association for the Education of Young Children Conference (Atlanta, Georgia, November 15-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Ethnic Relations, *Preschool Education, *Research Reviews (Publications), *Socialization, *Social Relations, Speeches

Identifiers—*Project Head Start

Discussions in this paper concern: (1) some findings from observations of social interactions among children attending a national sample of Head Start programs; (2) the recommendations for research on socialization presented by Sowder and Lazar (1973) to the Federal Interagency Panel on Early Child Development; and (3) the significance of socialization research during the next decade, with particular emphasis on social class and ethnic relationships. In relation to (1) above, data collected at all E&R centers in 1967-68, using the Social Interaction Observation form, showed that children increase in socialization, and are more likely to increase in interactions with the same group during preschool programs. In relation to (2) above, a few of Sowder's more than 18 recommendations for further research on socialization are summarized. Sowder recommends research which: re-examines the issue of whether or not prejudice is entirely learned; through longitudinal studies traces the development of children's attitudes toward themselves and others and the relationship between developmental processes and environmental influences thought to be related to formation of ethnic and social class behavior; clarifies when conformity behavior is and is not damaging to the child's development and to achievement of harmonious group relations; and investigates of competition on child development, and the role which competition may play in hindering successful ethnic and social class mix in child care institutions. In relation to (3) above, socialization is predicted to be a key variable for "success" in the year 2000. (DB)

ED 077 570 PS 006 496

Frost, Joe

Issues and Concerns in Early Childhood.

Pub Date 72

Note—20p.; Paper presented at the conference on early childhood (Clearwater, Florida, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Curriculum Design, *Early Childhood Education, *Educational Theories, *Individual Differences, Speeches

Identifiers—Piaget (Jean)

Four types of classrooms are described in relation to individual child development, particularly the learning aspect of development. The first type of classroom is the normative grade school, which operates on the premise that people should be essentially alike rather than different. The second classroom is the behavioral competency school, which uses a heavy reinforcement system. Some of the negative and positive features of competency-based education are examined. A third type of classroom is the Piagetian School, which is based on Piaget's developmental theories. The major principles of Piaget are relevant for the development of a broad, comprehensive approach to early childhood education. The final classroom is the Free School and the Open School, which is characterized by almost unlimited freedom. A broad comprehensive repertoire of approaches is essential in early childhood development because of the vast variety of human needs that exist in any particular classroom. (DB)

ED 077 571 PS 006 497

Lee, Lee C.

Children's Understanding of Morals.

Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.

Pub Date [71]

Note—20p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Age Differences, *Child Development, *Cognitive Development, Elementary Grades, Kindergarten, *Learning Theories, *Moral Development, Research Design, Secondary Grades, Statistical Data, *Student Testing, Test Results

Identifiers—*Piaget (Jean)

Research efforts in the area of moral development of the child, as based on Piaget's theory, are discussed. Some of the important processes Piaget uses to explain cognitive growth are presented first, followed by his theory of how the individual's capacity for moral judgment evolves. The research discussed tests Piaget's chief underlying assumption that changes in cognitive structures are related directly to comparable changes in moral judgments. The hypotheses tested were: (1) authority-oriented moral judgments would develop concomitantly with the period of pre-operational thought, (2) as children move forward into the next stage of concrete operational thought, moral judgments would be based on cooperation and reciprocity, and (3) there would be a final stage of formal operations with moral judgments based on ideals. The general design of the study involved testing 195 boys (15 boys from kindergarten through 12th grade, with social class, sibling position, and IQ level held constant) on a series of six Piagetian tasks to assess their level of cognitive functioning. Levels of moral judgments were determined by his responses to nine different morally conflicting story situations. These stories were designed to measure a child's centration on authority vs. peer cooperation vs. humanitarian acts. Cognitive test scores were transformed into factor scores, which were related to the various modes of moral conceptualization. Pearsonian correlations were used to test the relationship between each cognitive component and each moral mode of response. The findings support Piaget's thesis of concomitant "growth" of the two modes of thought. [Not available in hard copy due to marginal legibility.] (DB)

ED 077 572 PS 006 498

Frost, Joe L.

Family and School Centers of Learning for Young Children.

Pub Date 4 Nov 72

Note—7p.; Paper presented at the Annual Conference of the Florida Association on Children Under Six (Disney World, Florida, November 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development Centers, *Childhood Needs, *Early Experience, *Family Environment, *Learning Processes, Preschool Education, Speeches

The purpose of early learning centers and the home as the child's first center for learning are discussed. The center for early learning is a place for creative expression, of close human relationships, a place for fostering health, emotional and social development, as well as intellectual development, but the base of action is the child. Home-centered educational programs are offered as an alternative to the early learning center. The home may offer the child the support the child needs or it may offer neglect and abuse. Variety is essential in learning centers. Intellectual development of the child is closely linked to the controlled introduction of novelty into the child's physical learning centers. The adult is responsible for studying the child and for matching materials for learning with his emerging needs. Inextricable interrelationships exist between physical materials, intellectual development, language, and affect. The restriction of either damages the development of the other. All of these can be provided in the family or the school setting. (DB)

ED 077 573 PS 006 499

Harper, Randolph T. And Others

Treating the Mother-Child Dyad in the Nursery School.

Louisiana State Univ. Medical Center, New Orleans.

Pub Date Nov 72

Note—18p.; Paper presented at the annual meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November 1-5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development Centers, *Child Psychology, *Mother Attitudes, *Nursery Schools, Parent Child Relationship, *Parent Education, Preschool Education, Psychotherapy, Speeches

A preliminary report is provided on a therapeutic nursery school program at Louisiana State University Medical Center in New Orleans. The program emphasizes the mother-child unit rather than the child as a single individual. Within the mother-child relationship, attention is given to altering perceptions and expectations, to the experience of and sharing of affect, and to the development of new behaviors and practices. Long- and short-term treatment goals are set for each mother-child unit. There are therapist-educators for the children and educators for the mothers. Examples of the treatment process are provided. (DB)

ED 077 574 PS 006 500

Lucky, Eleanor Braun

Significant Issues for Family Life Education.

Pub Date 171

Note—14p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Development, *Family Life Education, Guides, *Parent Responsibility, *Personal Values, Social Values, *Teacher Responsibility

Following a discussion of trends in our society which relate very closely to family, marriage, and sexual behavior, this paper then discusses the responsibilities that parents and teachers have toward children and youth. Included in things that children should be helped to learn are a sense of high self-regard which can be extended to high regard for others, communication skills, a sense of community, how to make decisions, how to be flexible, and how to maintain his own integrity. [Not available in hard copy due to marginal legibility of original document.] (DB)

ED 077 575 PS 006 501

Lally, J. Ronald

The Family Development Research Program: A Program for Prenatal, Infant and Early Childhood Enrichment. Progress Report.

Syracuse Univ., N.Y. Coll. for Human Development.

Pub Date 25 Feb 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development Centers, Control Groups, *Early Experience, Experimental Groups, *Intervention, Longitudinal Studies, *Low Income Groups, *Parent Education, Parent Participation, Program Descriptions, Research Design, Technical Reports, Test Results

This progress report on the Family Development Research Program for 108 low-income families, conducted at Syracuse University Children's Center, provides information on a longitudinal comparison instituted when the program children reached 36 months of age. The families of the children were matched to control families on a number of variables. Analysis of the study data provided the following findings: (1) center children scored significantly higher on the Stanford-Binet Intelligence test than did controls from a low-education group, but not as high as controls from a high-education group; there were few differences among the three groups on the Illinois Test of Psycholinguistic Abilities; (2) on the Schaefer Classroom Behavior Inventory, the center children had greater than median responses on all the items reflecting social and emotional developmental maturity, and had responses below the median on social and emotional items reflecting developmental immaturity; on the Beller Scale, results showed that the center children had developed very superior attention and persistence habits, satisfaction and interest in work, and the ability to carry out tasks autonomously and with initiative; the Schaefer Classroom Checklist was found a powerful predictor of 36-month IQ; (3) on the Self-Esteem and Emmerich's Observer Ratings of Children, the center children rated high on the self-esteem rating scale, and the group mean on the entire scale was relatively high; results from the Emmerich showed that the program children appeared to be more involved, expressive, relaxed, active, energetic, stable, social, assertive, independent, constructive, purposeful, affectionate,

socially secure, flexible, and happy than controls; and (4) nutrition in center and control families was good. (DB)

ED 077 576

PS 006 502

Frost, Joe L.

Worries Teachers Should Forget.

Pub Date 4 Nov 72

Note—6p.; Paper presented at the Annual Conference of the Florida Association on Children Under Six (Disney World, Florida, November 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Educational Philosophy, Primary Grades, Speeches, *Teacher Attitudes, *Teaching Techniques

Worries that confront teachers in American schools are discussed, and reasons why these worries should be forgotten are provided. The worries are concerned with: breaking away from normative schemes of childhood education; grade level structure; promotion and retention; letter grades; standard test scores as instructional aids; and the search for THE curriculum, or THE program, or THE philosophy. The teachers' energies should be directed to enhancing the basic principle of individuality by developing programs that are richly varied and strongly rooted in observation and analysis of the child himself. (DB)

ED 077 577

PS 006 503

Chetnik, Morton

Betsy: The Treatment of a Pre-Schooler Via the Mother.

Pub Date Nov 72

Note—27p.; Paper presented at the annual meeting of the American Association of Psychiatric Services for Children (Washington, D.C., November 1-5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Psychology, Guidance Functions, *Intervention, Mothers, *Parent Child Relationship, *Parent Role, Preschool Clinics, *Psychotherapy, Speeches

The technique of intervention in which the mother directly treats her child is illustrated by a case study of a five-year-old child. In the study, descriptions are provided of the therapist's sessions with the mother, the mother's work with her daughter, and the impact on the child's functioning as the treatment unfolds. Some of the potential hazards and limitations of this technique are also discussed. (DB)

ED 077 578

PS 006 507

A Differentiated Staffing Model and Statement of Philosophy for Spacially Open Elementary and Junior High Schools.

Rosemount Independent School District 196, Minn.

Pub Date Dec 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Differentiated Staffs, *Educational Philosophy, Elementary Grades, *Individualized Instruction, Intermediate Grades, *Models, *Open Plan Schools, Program Descriptions

Identifiers—*Minnesota

The philosophy and differentiated staffing model governing the instructional program within three spacially open schools in School District 196 (Minnesota) are discussed. Spacially open schools are committed to achievement of curricular goals in the standard curriculum content areas including reading, language arts, mathematics, natural science, and social science. Each school is committed to an instructional environment that is intended to provide more pleasant, satisfying, humanized experiences for all youngsters during instruction. All schools intend that the instruction shall be flexible and attractive to individual pupils. The differentiated staffing model in the three schools is intuitive in design and implementation. The model in each school is essentially a five position model involving positions of team leader, team member, teacher intern, instructional aide, and unpaid volunteers. Within that model are the following similarities: each school has a designated teacher team leader role; the team leaders meet regularly with the principal; all teachers functioning in the team leader role have regularly scheduled daily interface with pupils; team leaders in each school are involved with interviewing and recruitment of staff members; each school has teams organized according to pods; and each open school has a stated commit-

ment to attain cognitive goals of curriculum content and to upgrading pupil self-perception. The rationale and differentiation within each school is provided. (DB)

ED 077 579

PS 006 535

Mycue, Elena De Los Santos, Comp.

Young Children with Handicaps: Part IV, Resources: Directories, Newsletters, Bibliographies, and General Information. An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—85p.; Fourth in a series of four; also see PS 006 521, PS 006 533 and PS 006 534

Available from—College of Education Curriculum Laboratory, University of Illinois, 210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-42, \$2.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographic Citations, *Early Childhood, *Handicapped Children, *Publications, Identifiers—Current Index to Journals in Education, Research in Education

This abstract bibliography on Young Children with Handicaps is comprised of four parts. Part I deals with emotional disturbance and specific learning disabilities. Part II concerns the aurally, visually, orthopedically and other chronic health problems, and speech handicapped. In Part III the educable and trainable mentally handicapped are covered. Part IV concerns resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children. Citations for this bibliography were taken from "Research in Education," "Current Index to Journals in Education," and from "Exceptional Child Education Abstracts." The types of publications cited are directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, newsletters, and journals. (For related documents, see PS 006 536.) (DB)

ED 077 580

PS 006 536

Mycue, Elena De Los Santos, Comp.

Young Children with Handicaps: Part II, Physically Handicapped. An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—84p.; Second in a series of four; also see PS 006 521, PS 006 534, and PS 006 535

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-40, \$2.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Bibliographic Citations, *Early Childhood, *Handicapped Children, *Physically Handicapped, Publications

Identifiers—Current Index to Journals in Education, Research in Education

This abstract bibliography on Young Children with Handicaps is comprised of four parts. Part I concerns emotional disturbance and specific learning disabilities; Part II relates to the aurally, visually, orthopedically, and speech handicapped; Part III concerns educable and trainable mentally handicapped; and Part IV lists resources: directories, bibliographies, curriculum guides, conference proceedings, government guidelines, general information documents, and some newsletters and journals concerned with handicapped children. Citations were taken from "Research in Education," "Current Index to Journals in Education," and "Exceptional Child Education Abstracts." (For related document, see PS 006 535.) (DB)

ED 077 581

PS 006 549

Volunteers in the Child Development Center Program.

Office of Child Development (DHEW), Washington, D.C. Bureau of Head Start and Child Service Programs.

Report No.—DHEW-OCD-72-49

Pub Date 72

Note—45p.; Project Head Start booklet No. 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development Centers, Disadvantaged Youth, Guides, Preschool Education, *Teacher Aides, *Volunteers, *Volunteer Training

Identifiers—*Project Head Start

Suggestions for expanding and improving the volunteer participation in all local Head Start programs are provided in this manual. The primary aims of the volunteer programs are to: (1) provide additional staff in all areas of the program, thus increasing the effectiveness of the paid staff; (2) give interested local citizens, including parents of the children, an opportunity to participate in the program; (3) establish a systemized method of mobilizing community resources for the expansion and improvement of all parts of the program; and (4) build better understanding for the over-all war on poverty and stimulate citizen support for improved services in education, health, and welfare for children and their families. Official policies concerning use of volunteers in the Head Start program are noted. Guidelines for developing a volunteer program are provided under the following sections: Advance Planning, Job Inventory, Recruitment, Interviewing, Orientation and Training, Staff and Volunteer Relationships—Using Volunteers Effectively, Recognition, and Evaluation. An appendix provides Sample Registration and Placement Form, Suggested Training Program, Sample Job Descriptions (Coordinator of Volunteers, and Volunteer Classroom Aide), Guide for Evaluating Volunteer Services, and Suggested Reading. (DB)

ED 077 582 PS 006 558

Child Development Associate Training Guide.
Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 73

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Child Care Occupations, *Child Development Specialists, Consortia, Guides, *Pilot Projects, Post Secondary Education, *Professional Education, *Training Objectives

Identifiers—*Project Head Start

This training guide presents information about the Child Development Associate (CDA) program, which is a nationwide experimental program that embodies a new concept for career preparation and credentials of child care staff. The information in this guide concerns the CDA concept, competencies, pilot training projects, and the CDA Consortium. The chapters of the guide are as follows: Chapter 1, The Child Development Associate—A New Professional Category: contains an overview of the rationale supporting the CDA as a new personnel concept; Chapter 2, Competencies for the Child Development Associate: gives nature of competencies, origin of competencies, basic competency areas, and personal characteristics essential for CDA's; Chapter 3, Head Start Supplementary Training Policy Regarding CDA Training and Credentialing: OCD Instruction 1-33-324-1, which deals with Head Start Supplementary Training and its relationship to CDA training and credentialing is reproduced in full, followed by a series of questions and answers concerning the provisions; Chapter 4, Guidance for Implementing HSST/CDA Training Programs: provides guidance for implementing CDA training within Head Start Supplementary Training Programs; and Chapter 5, General Guidance for CDA Training: distills information taken from the funding guidelines for CDA pilot training projects and also ideas from those projects themselves. An appendix contains materials related to 10 pilot training projects, 5 Texas CDA pilot training projects, structure and membership of the CDA Consortium, bibliography of published materials about the CDA program, and CDA competencies and equivalent Head Start performance standards. (DB)

ED 077 583 PS 006 569

The Home Start Demonstration Program: An Overview.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Feb 73

Note—46p.

Available from—Ruth Ann O'Keefe, National Home Start, P.O. Box 1182, Washington, D.C. 20013 (free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Demonstration Programs, *Early Childhood Education, *Home Programs, Low Income Groups, Parent Role, *Program Descriptions, *Program Evaluation

Identifiers—*Home Start Program

Following a discussion of the Home Start program and its evaluation plan, the 16 Office of Child Development-funded Home Start projects in the United States are described. Home start is a 3-year Head Start demonstration program, aimed at the 3-5 years of age range, which focuses on enhancing the quality of children's lives by building upon existing family strengths and emphasizing the role of parents in the growth and development of their children. The program relies upon home visits made by trained home visitors. Home Start is concerned with the child's nutrition, health, mental health, and education. All of the Home Start programs initiate or strengthen productive relationships with existing community services and resources. The program evaluation incorporates three components: the formative evaluation, the summative evaluation, and the information system. The 16 projects described are those in Gloucester, Mass., Binghamton, N.Y., Parkersburg, W. Va., Franklin, N.C., Harrogate, Tenn., Huntsville, Ala., Cleveland, Ohio, Houston, Tex., Dardanelle, Ark., Wichita, Kan., Millville, Utah, Reno, Nev., San Diego, Calif., Fairbanks, Alaska, Fort Defiance, Ariz., Weslaco, Tex. The future of Home Start will lie with Head Start and other programs that may decide to convert portions of existing operating funds into Home Start components. (DB)

ED 077 584 PS 006 573

Speech, Language and Hearing Program: A Guide for Head Start Personnel.

Office of Child Development (DHEW), Washington, D.C. Bureau of Head Start and Child Service Programs.

Report No.—DHEW-OCD-73-1025

Pub Date 73

Note—64p.; Project Head Start booklet No. 13

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1792-00010, \$0.70, postpaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Communication Skills, Guides, *Hearing Therapy, *Language Development, Parent Counseling, *Preschool Children, Preschool Education, Remedial Programs, *Speech Therapy, Teaching Techniques

Identifiers—*Project Head Start

This guide is designed to assist Head Start personnel in effectively approaching communication problems of children. The sections of the guide are as follows: (1) Introduction, (2) Development of Speech and Language (Normal Development of Speech and Language; Factors; Influencing Speech and Language Development), (3) Goals of the Speech, Language, and Hearing Program (Speech and Language Development Services; Clinical Services; Parent Counseling), (4) Speech and Language Development Services (Specific Teaching Goals; Geographical and Social Considerations), (5) Counseling Parents and Teachers (How Adults Can Stimulate Normal Speech and Language Development; How Adults Can Help Children with Speech, Language, and Hearing Handicaps), and (6) Clinical Speech, Language, and Hearing Services (Clinical Speech and Language Services; Clinical Hearing Services). (DB)

ED 077 585 PS 006 574

Seicer, Roberta J. Hilton, Irma R.

Cultural Differences in the Acquisition of Sex-Roles.

Pub Date [70]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Concept Formation, *Identification (Psychological), Interviews, Preschool Education, *Preschool Learning, *Role Perception, *Self Concept, *Sex Differences, Socialization, Story Reading, Technical Reports, Toys

A study was conducted to investigate whether: (1) children's preferences for activities vary as a function of the cultural stereotypes to which they are exposed; (2) children's perception of appropriate activities for females and males vary as

a function of the cultural stereotypes to which they are exposed; and (3) the degree of differences between females and males perceived by children is a function of the cultural stereotypes to which they are exposed. Ss were 12 girls and 12 boys, aged 3-5 years, from a traditional culture, Orthodox Judaism, and 12 girls and 12 boys (same age range) from a nontraditional culture. The parents of the latter group shared the idea that stereotyping of female and male roles harms both sexes. The children were presented individually with pictures of 24 toys, and each child was asked to select her/his eight favorite toys. Next, photos of girls and boys in play situations were shown to the children and stories were read to go with the pictures. Ss were asked to select one child pictured to complete the story. Finally, each subject was asked what he/she thought the differences are between boys and girls. Observational data indicated that the children from the traditional culture played in a very sex-typed manner; at the nontraditional schools, there were no boys' or girls' sides and boys and girls played together. The toy preferences of the traditional boys and girls were significantly different from each other. Non-traditional children were more likely to give non-stereotyped answers to the incomplete story questions. Traditional children were more likely to differentiate between the sexes, a tendency also related to age. (KM)

ED 077 586 PS 006 575

Berens, Anne E.

Like Mother, Like Daughter? A Study of the Socialization of Need for Achievement in Girls.

York Univ., Downsview (Ontario).

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date 21 Jun 72

Note—10p.; Paper presented at an independent symposium during the Canadian Psychological Association Convention (Montreal, Quebec, June 21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Need, *Affiliation Need, *Child Rearing, Fear, Grade 5, Identification (Psychological), *Mothers, Parent Attitudes, *Parent Child Relationship, Role Perception, Technical Reports

A study was conducted to: (1) compare mothers and daughters on their needs for achievement and affiliation and their attitudes to success and failure; and (2) relate the mother's child-raising practices to the daughter's needs. Questionnaires were filled out by mothers and children, and observations of mother-child interaction were made. Ss were 21 fifth-grade girls and their mothers. Ss were tested for need for achievement, need for affiliation, fear of success, and fear of failure. Results seem to indicate that if girls are influenced by their mothers' needs at all, it is toward being unlike their mothers in terms of motivational patterns. The only exception is fear of success, where daughters seem to hold attitudes similar to their mother's. All the subscales derived from the mothers' reports of their child-raising practices, from the girls' reports of their interactions with their mothers, and from the E's observations of the mother's behavior toward the child were entered in a stepwise multiple regression equation to predict need for achievement, fear of failure, and need for affiliation. A strong tendency emerged for girls who are high on need for achievement to also be high on need for affiliation. Their mothers made demands for independent behavior early and are now allowing their daughters independence. (KM)

ED 077 587 PS 006 576

Sieg, Doreen Ray And Others

Deviation-Amplifying Processes and Individual Human Growth and Behavior.

Drexel Univ., Philadelphia, Pa. Dept. of Human Behavior and Development.

Pub Date Aug 72

Note—22p.; Paper presented at the meeting of the World Organization of General Systems and Cybernetics (University of Oxford, August 28 - September 1, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, Cybernetics, *Intellectual Development, *Language Development, Preschool Education, *Psycholinguistics, *Skill Development, Social Behavior, Socially Deviant Behavior, Technical Reports

The purpose of this study was to inquire into the relation of intellectual and/or psycho-linguistic development and apparent improvement in other behavior factors such as affective and social behavior and development. Thus consideration is given to the second cybernetics (i.e. the concept of positive feedback or deviation-amplifying relationships in intellectual or psycho-linguistic development and its possible relation to affective and social behavior and development. A five-year experimental "pilot" program has been conducted for 40 three, four, and five-year-old children, half of whom are educationally deprived. Use of the Edison Responsive Environment equipment was the mainstay of instruction for the acquisition of skills leading to reading, typing and number concepts. Participation was voluntary up to 20 minutes a day. Pre-post change scores revealed that training had a great impact on the development of psycho-linguistic abilities. Furthermore, favorable results have been obtained in children with multiple behavior disorders. There was improvement on behavior factors other than intellectual achievement. (Author)

ED 077 588 PS 006 577

Baron, Barbara

The Open Classroom Approach in the Kindergarten.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of General and Academic Education.

Pub Date 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Classroom Arrangement, *Classroom Environment, Classroom Materials, *Interior Space, Kindergarten, *Open Education, Open Plan Schools, *Self Directed Classrooms, Student Centered Curriculum, Teaching Guides

The philosophy of the open classroom approach is discussed. It is considered to be characterized by: (1) a child-centered, self-learning environment; (2) the teacher in the role of catalyst and guide; (3) a long-term commitment to exploration of new concepts and practices; (4) the needs and growth of children as the chief concern; (5) the progression of each child at his/her own rate; (6) reinforcement of open, original modes of behavior; and (7) an emotional/intellectual atmosphere encouraging exploration, experimentation and innovation. Since changes have been slow to provide open classrooms for the kindergarten-primary group, suggestions are made for converting the traditional classroom to a group of learning centers by rearrangement of furniture and supplies. Diagrams of suggested room arrangements are provided. The following suggested learning centers are described, with lists of equipment and activities for each: the domestic center, technological center, aesthetic center, environmental (science) center, mathematics center, communications (language arts) center, library corner, social learning center, perceptual-motor development center, audiovisual center. Organizational options for dividing the classroom among centers and the teacher are described. Methods of initiating the children into the open classroom approach and similar practical problems are also discussed. (KM)

ED 077 589 PS 006 578

Warner, Jeannette V., Comp.

Directory of Open-Space Facilities in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of General and Academic Education.

Pub Date 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Flexible Facilities, Interior Space, *Open Plan Schools, School Buildings, School Design, School Space

Identifiers—*Pennsylvania

A directory of new school buildings in Pennsylvania with open-space construction and those which recently renovated or built a new wing designed for open-concept teaching is provided. Entries are arranged by county, and with counties by school district. School address, contact person (and his/her address and telephone number), and a brief description are provided. Schools at colleges are listed separately, and the same information is provided. (KM)

ED 077 590 PS 006 579

The Unit Approach for Kindergarten: Primary Grades.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of General and Academic Education.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Discovery Learning, Instructional Materials, Kindergarten, *Learning Activities, Primary Grades, *Teaching Guides, Teaching Methods, *Unit Plan

The unit approach to instruction in the kindergarten and primary grades is considered as an example of learning by doing. In guiding a unit, the teacher must have thorough basic plans but must be willing to let the students substitute their ideas for hers. Part of the purpose of unit work is to let children discover for themselves what process is best. A list of things that must be done before and during the progress of a unit is presented. A survey is provided of the study of a unit, and 46 topics for kindergarten-primary units are suggested. Activities for unit work using a variety of materials are also suggested. A 13-question evaluation scale for unit work is provided. (KM)

ED 077 591 PS 006 580

[Stephen Foster Humanities Center Project Objectives.]

Stephen Foster Humanities Center, White Springs, Fla.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, Dance, Drama, *Educational Objectives, Elementary Grades, *Humanities Instruction, *Instructional Materials, *Material Development, Music Education, Program Descriptions, *Resource Materials, Secondary Grades

Four long-term goals are given: (1) to significantly increase the quantity and quality of art, crafts, music, drama and dance experiences provided students in selected pilot schools; (2) through these experiences, to significantly increase students' knowledge of the five humanities areas; (3) to significantly improve the students' self-concept; and (4) to significantly increase individuals' participation in the five humanities areas outside the daily school curriculum. These goals are divided into nine objectives, and procedures for implementing and evaluating them are discussed. (KM)

ED 077 592 PS 006 581

Woolner, Rosestella B., Ed.

Early Childhood Education Leadership Conference (Memphis, Tennessee, April 25-26, 1969) "In a Nutshell".

Memphis State Univ., Tenn. Dept. of Elementary Education.

Spons Agency—Southern Education Foundation, Atlanta, Ga.

Pub Date Apr 69

Note—34p. Theme: Professionalization of Early Childhood Personnel

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Kindergarten, *Preschool Teachers, State Programs, Teacher Certification, *Teacher Education, *Teacher Educator Education, Teacher Qualifications, Teacher Shortage

The major purpose of the Early Childhood Leadership Conference was to provide an atmosphere and a forum in which representatives for State departments and colleges of education could design a plan for meeting the present shortage of kindergarten teachers in the South. Participants were divided into small groups to design sub-regional teacher training plans. Presentations were: "Strategies for Educating Early Childhood Educators," by Martin Haberman, and "Teacher Education and Certification for Teachers of Young Children," by Mary Ellen Perkins. A combined summary of the planning groups' regional plan for preparing early childhood educators is provided. State status reports and certification requirements are provided for the six participating States—Arkansas, Mississippi, Oklahoma, Tennessee, and Texas. A list of participants is also provided. (KM)

ED 077 593 PS 006 582
Kindergarten Stations for Interest and Skill Learning.

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Management, *Classroom Arrangement, *Kindergarten, *Learning Activities, Learning Readiness, Resource Materials, Skill Development, *Teaching Guides

An instructional plan for kindergarten involving learning or interest centers is presented. The plan involves the development of stations for individual interest and skill development, including testing of readiness tasks. The teacher must plan the activities for each station. In classrooms with only one teacher, only one station should be set up for teacher help in skills, with child-centered activities requiring no direct teacher assistance planned for the other stations. Four to six stations should be set up, and children should be divided so that an equal number is working at each station. When a child has completed the activity, he moves to another station, first counting to be sure that station is not full. Sixteen activities for the child-centered stations are suggested, with the skills developed by each listed. Thirteen activities, with the skills they develop, for the teacher-directed skill development station are suggested. A sample skill development rating chart that could be kept by the teacher for each child is also provided. (KM)

ED 077 594 PS 006 583

Cardillo, Joseph P.

The Development of Competence and the Child Development Team: A Program Proposal.

New Mexico Univ., Albuquerque. School of Medicine.

Pub Date 13 Nov 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Child Rearing, Cognitive Development, Culturally Disadvantaged, Home Visits, Interagency Coordination, Intervention, Mental Health Programs, *Parent Education, *Preschool Programs, Program Descriptions, Social Development

Several studies have suggested the importance of parent education in the prevention of incompetence. The child development and day care movements offer programs that show promise for preventing the incompetence associated with culturally deprived children. But many of these programs lack the elements necessary to break the cycle of poverty: (1) strong parent education components in child development and rearing; (2) high parent and community involvement in programming; (3) well-trained staff in child development and early childhood education; and (4) structured and concrete programs of language development that combine the cognitive, emotional, and motivational components of learning. The Bernalillo County (New Mexico) Mental Health/Mental Retardation Center is beginning a program in child development to foster the optimal development of preschool children through training their parents in child development, education and child rearing. A child development team consisting of a child development specialist and a child development associate will be assigned to work with each of 6 neighborhood mental health teams. The child development team will work closely with other children's agencies to foster normal development and make early identification of children with problems. The program will also develop a resource and training center to provide materials and training sessions for staff, other agencies, and parent groups. (KM)

ED 077 595 PS 006 584

Lefcourt, Herbert M. And Others

Cognitive Activity and Hypothesis Formation During a Double Entendre Word Association Test as a Function of Locus of Control and Field Dependence.

Spons Agency—Ontario Mental Health Foundation, Toronto

Pub Date [72]

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), *Association Tests, *Cognitive Processes, Hypothesis Testing, *Locus of Control, Psychological Characteristics, *Stimulus Behavior, Technical Reports, *Word Recognition

Identifiers—Hypothesis Formation

Awareness of the presence of sexual double entendres within a word association test was investigated with measures of response time, verbal

content of responses, and videotaped facial expressions. Subjects characterized as internal-field independent were found to become aware earlier in the task, to test out their developing hypothesis about the list, to become more forthright, and less puzzled as the task progressed than their more external counterparts. Various interactions often indicated the greatest difference between internal-field dependent subjects and all other groups, though other differences were also frequently found. More extensive cognitive processes are therefore attributed to internal individuals, which, in turn, is used to explain their greater independence from social demands. (Author)

ED 077 596 PS 006 585

Stewart, Roger G.

Opinions of College Students on Parent/Child Relations (Abstract).

Central Washington State Coll., Ellensburg. Dept. of Psychology.

Pub Date [71]

Note—7p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Students, *Family Life, *Human Relations, Individual Needs, Parent Child Relationship, *Personal Values, Rating Scales, *Student Opinion, Technical Reports

A study was conducted to obtain some data on the opinions of college students about statements in the area of parent/child and parent/young people relationships, aspects of family life, and individual needs and values. Students in a research seminar prepared a scale of 25 opinion items. Students in 7 diverse undergraduate classes marked responses (agree, no opinion, disagree). Responses were analyzed in terms of sex, class standing, and major field of study. Responses to most of the items reflected a high degree of consensus among the entire sample. Analysis of the three personal variables showed that the subgroups did not differ appreciably in their responses. [Not available in hard copy due to marginal legibility of original document.] (KM)

ED 077 597 PS 006 586

Hamilton, Marshall L.

Imitative Behavior and Expressive Ability in Facial Expression of Emotion.

Washington State Univ., Pullman. Dept. of Child and Family Studies.

Pub Date Apr 72

Note—14p.; Paper presented at the Annual Convention of the Western Psychological Association (Portland, Oregon, April 26-29, 1972)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Emotional Response, Grade 2, Grade 5, Identification (Psychological), *Imitation, *Nonverbal Ability, Observation, Preschool Children, Technical Reports

Vicarious influence on emotional response has been demonstrated in several studies, but the identity between the response of the model and that of the observer has received little attention. Seventy-two children from three grade levels were tested for their ability to recognize and form facial expressions of emotion. The subjects then observed a model portray happy or sad facial expressions in two films, while raters observed the subject's facial responses. The children imitated the facial expressions of the model at a significant level. Both ability to recognize and ability to form expressions improved with the child's grade level. Ability to form expressions was significantly related to the subject's level of imitation of the model's expressions. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 077 598 PS 006 593

Hartford Follow Through Report I.

Nova Univ., Fort Lauderdale, Fla. Behavioral Sciences Center.

Pub Date Nov 72

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Data Collection, Kindergarten, *Parent Attitudes, Primary Grades, *Program Evaluation, Statistical Data, *Student Testing, *Teacher Attitudes, Test Results

Identifiers—Boehm Test of Basic Concepts, Ladder, Pictorial Self Concept Scale, *Project Follow Through, Pupil Attitude Survey, Visual Sequencing Task

An evaluation was conducted of 37 Follow Through classrooms. From each of these classrooms, six students were randomly selected to be administered the Visual Sequencing Task, the Pictorial Self-Concept Scale, the Ladder (a self-concept measure), and the Pupil Attitude Survey. These pupils were also video taped for observation of their activities in the classroom. All of the pupils in the 37 classrooms were administered the Boehm Test of Basic Concepts. In addition, the parents of the pupils in the 37 classrooms were sent an opinionnaire concerning the Follow Through program. A teacher opinionnaire was distributed to professional staff members who had received Follow Through training. Parental responses revealed a very high level of support for the school program. The teachers were generally positive toward the program. The videotapes showed that children's activities were generally similar in both higher and lower implementation classes; the students spent the majority of their time by themselves rather than interacting with peer or a teacher. On the Boehm test, children in both types of classes performed equally well, which was also true on the Visual Sequencing Task. On the Ladder, children in both groups generally rated themselves positively on all eight personality dimensions considered. There were no significant differences between the groups on overall self-concept as measured by the Pictorial Self-Concept Scale. The Pupil Attitude Survey results suggest that students in higher implementation classrooms enjoy more creative activities, language arts, and play activities. (Author/DB)

ED 077 599 PS 006 602

Hoppe, Ronald A. And Others

Early Experiences and the Processes of Socialization.

Pub Date 70

Note—220p.

Available from—Academic Press, 111 Fifth Avenue, New York, N.Y. 10003 (\$9.50)

Document Not Available from EDRS.

Descriptors—Books, Child Development, *Early Experience, Imitation, *Parent Child Relationship, Reinforcement, *Social Behavior, *Socialization, *Social Psychology, Symposia

Revisions of papers originally presented at the second Miami University Symposium on Social Behavior comprise this book. The parts and chapters of the book are as follows: Part I. Biological Aspects of Socialization and Implications of Animal Studies: Introduction. The Biology of Socialization; Chapter 1. Genetic Influences on Socialization; Chapter 2. The Ethological Approach to Socialization; Part II. Current Explanatory Concepts Used to Understand Socialization: Introduction. Current Concepts of Socialization; Chapter 3. Reinforcement History and Socialization; Chapter 4. Dependency Motivation in Socialization; Chapter 5. The Role of Punishment in the Socialization Process; Chapter 6. The Role of Imitation in Childhood Socialization; and Part III. Adult Characteristics and Childhood Socialization: Introduction. The Socialization of Adult Cognition; Chapter 7. Socialization of Communication Skills; Chapter 8. Parent-Child Relations as an Antecedent to Conceptual Functioning; and Postscript. Attempts at Analysis and Synthesis. (DB)

ED 077 600 PS 006 612

Thomas, Susan B., Comp.

Modeling and Imitation Learning in Young Children: An Abstract Bibliography.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 73

Note—76p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 West Springfield Avenue, Urbana, Illinois 61801 (Catalog No. 1300-46, \$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, Behavior Patterns, Bibliographic Citations, *Early Childhood, *Imitation, Learning Processes, Publications, *Role Models, *Socialization

Identifiers—Current Index to Journals in Education, Research in Education

Social learning, in particular, modeling and imitation learning, is discussed in the five sections of this paper. Section One deals with the characteristics of the model (human versus cartoon, television, film, etc.) and characteristics of the situation (reward versus punishment, etc.). Section Two, which is relatively extensive, covers aspects of aggression. Section Three discusses the learning of sex-role behaviors, particularly those transmitted through incidental learning. The learning of values, attitudes, and related variables are covered in Section Four. Section Five deals with the use of imitation learning to teach particular concepts or skills. Each section of the paper has a brief introduction, which discusses some of the concerns and issues. Immediately following this discussion are citations from "Research in Education," including an abstract or summary of each study, and from "Current Index to Journals in Education." Journal articles cited may occasionally have annotations or abstracts also. Within each topic, references have been arranged alphabetically. (Author/DB)

RC

ED 077 601 RC 003 915

McElveen, Jackson V. And Others

Characteristics of Human Resources in the Rural Southeast Coastal Plain...With Emphasis on the Poor.

Economic Research Service (DOA), Washington, D.C.; South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—AER-155

Pub Date Feb 67

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Agriculture, Attitudes, *Economic Disadvantage, Education, Employment, *Family Environment, Housing, *Human Resources, Population Trends, Racial Composition, *Rural Areas, *Tables (Data), Welfare Services

The objectives of this study were to determine the anatomy, typology, and conditions surrounding low incomes in the Coastal Plain of South Carolina and to determine the measures most suitable to reduce low income within the area. A sample of 1,000 households was selected and stratified among the 10 counties and between the open-country rural area and the rural place in proportion to the number of rural households. Data were collected on the characteristics of economically deprived households and on the socioeconomic conditions of the sample, including physical characteristics, skills, unemployment, adult training, and job mobility. Major findings were that: the area was experiencing a rapid rate of non-farm growth; outmigration has been extensive; housing was inadequate; scholastic achievement was directly related to the education of the parent; the dropout rate was high; heads of households had little formal education but were willing to change jobs; and most of the working-age population expressed interest in upgrading their skills. Tables (data) were presented with a profile of economically deprived households. (PS)

ED 077 602 RC 007 018

Gonzalez, Simon

Implications of the Serrano and Rodriguez Cases on the Education of Mexican Americans.

Pub Date 18 Nov 72

Note—13p.; Paper prepared for a Leadership Institute for Chicano Educators (University of Texas at El Paso, November 17-18, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, *Educational Finance, Equal Education, Financial Support, *Mexican Americans, *Property Taxes, *School Support, *State Legislation

Identifiers—Rodriguez v San Antonio Independent School Dist., *Serrano v Priest

The primary local funding source for school support has always been the property or "ad valorem" tax. State funds, determined for each district by the "foundation program" formula, supplement this tax. Local school boards, state legislatures, state constitutions, and the voters have the power to provide quality education. In

many states, however, the power which might result from increased educational expenditures has been limited. This is especially true for the poor Mexican American population. In *Serrano vs Priest*, the plaintiffs contend that the dependence on local property taxes for education results in wide revenue disparities among school districts. *Rodriguez vs San Antonio Independent School District* argues that the state minimum foundation program and general fund contribution do not equalize the great disparity in taxable property among school districts. In these cases the courts did not reject the property tax but did reject the reliance on it for local funding. The direct effects of these cases on Mexican American education are that they have: (1) served notice that Chicanos will not continue to tolerate discriminatory laws or practices, (2) aroused interest among Chicano law students, and (3) focused on the serious need for increased resources for quality education for everyone. (NQ)

ED 077 603 88 RC 007 019
Weeks, Ramona

Attacking Education Problems in Rural Schools.
Pinal County Schools, Florence, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date [72]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Cultural Differences, *Educational Problems, *Home Visits, *Low Income Groups, Mexican Americans, Parent Teacher Cooperation, *Program Descriptions, *Rural Schools, Teaching Techniques

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

An Elementary and Secondary Education Act Title III program for attacking education problems in the rural areas of Pinal County, Arizona, is described in this report. The program serves approximately 3,174 children in grades K through 8, many of whom are minorities. Included in the program are these resource or supplementary components: a math consultant to conduct a testing program that would identify and correct individual math deficiencies; a reading consultant to increase individual reading achievement; a language component to provide speech therapy and language awareness lessons; a cultural component; and a home/school visitor to furnish a link between homes and schools. A part-time psychologist aids the other consultants and school district personnel in identifying learning disabilities that are psychological rather than physical. It is noted that the project could be duplicated in other rural school districts in Arizona as well as other states. (PS)

ED 077 604 88 RC 007 020
Ballance, Judith K., Ed.

1972 Annual Report of the Appalachian Regional Commission.

Appalachian Regional Commission, Washington, D.C.

Pub Date 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, *Area Studies, Child Development, *Developmental Programs, Educational Development, Environmental Education, *Expenditures, Housing Needs, *Rural Areas, Tables (Data), Transportation, Unemployment

Identifiers—*Appalachia, Appalachian Regional Commission

Established by the Appalachian Regional Development Act of 1965, the Appalachian Regional Commission has as its overall goal the economic and social development of all of West Virginia and parts of Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, and Virginia. The program is an experiment in which the people and local state, and Federal governments have launched a cooperative effort to build a better way of life for the more than 18 million Appalachian citizens. Innovations and the current status of finances, employment, population and income, transportation, education, environment, health, child development, and housing are specific areas of concern. A supplemental grants program includes invest-

ments in vocational education, higher education, libraries, educational television, sewage treatment facilities, and airports. Research and planning projects are involved in coal research, communication, evaluation, and arts and crafts. Local project expenditures in the 13 states, addresses of the local development districts in these states, and publications relative to Appalachia are reported in appendixes. (HBC)

ED 077 605 88 RC 007 021
Supplementary Education for Indians in Rural and Reservation Areas. Final Report, 1972.

Inyo County Superintendent of Schools, Independence, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 7 Mar 72

Grant—OEG-9-8-006205-0149(056)

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Education, Federal Aid, *Federal Programs, *Nonreservation American Indians, *Program Evaluation, Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document is the March 1972 final report of the Elementary and Secondary Education Act (ESEA), Title III project which provides supplementary education for American Indians in rural and reservation areas. The document covers evaluation procedures of the tutorial program, vocational training, counseling, adult classes and activities, summer recreational and academic experiences, and coordinated programs with the public schools. Results obtained cover the previously listed areas, showing the evaluation by tables. The effect on the clientele is also included in the conclusions for each procedural objective. Appendixes cover the California State proposed budget summary/expenditure report of Federal funds; California State school district inventory of equipment acquired with Title III funds; and ESEA Title III statistical data. (FF)

ED 077 606 88 RC 007 022
Heller, John H. And Others

Camping with a Purpose...A 4-H Handbook.

Department of Agriculture, Washington, D. C. Extension Service.

Report No.—DOA-ES-PA-998

Pub Date Apr 72

Note—45p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0100-1620, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Camping, Costs, Day Camp Programs, Disadvantaged Youth, Educational Programs, *Guides, Health, Low Income Groups, *Outdoor Education, *Program Development, Recreational Activities, Resident Camp Programs, *Youth Programs

Identifiers—*Four H Club Camping

The 4-H handbook focuses on factors to consider and things to be done when developing a camping program. Since the emphasis, structure, and administration of 4-H camping varies, the booklet is flexible enough to be adapted to different state, district, and county situations. Major topics are camping's importance to extension education, administration of a camp program, camping standards, staff, health, sanitation, safety, costs of camping, publicizing the camp, camp traditions, camping for low-income youth, and improvement and service projects. Program development is divided into: (1) the unique possibilities of camping, (2) planning the program, (3) how camp experience strengthens 4-H objectives, and (4) 5 types of program structures. Other camp types are also discussed, including day camping, tent or pioneer camping, year-round camping, project camping, personal growth camps, and career camps. The appendix suggests a format for week-long and weekend camping workshops. (NQ)

ED 077 607 88 RC 007 025
Dolch, Norman A.

Sub-culture in a Southern Community.

Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 27 Aug 72

Note—34p.; Paper presented at the annual Rural Sociological Society Meeting (Baton Rouge, Louisiana, August 25-27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, *Anglo Americans, *Area Studies, Aspiration, Family (Sociological Unit), *Negroes, *Rural Areas, Social Status, Statistical Analysis, *Subculture, Tables (Data)

Identifiers—*Louisiana

A hierarchical system concerned with stratum at a given point in time was described in this study. Hypotheses were formulated concerning organizational or associational participation, religious preference, family decision-making, educational aspirations for children, and the assimilation of Negroes and Whites in the community. Survey data were collected from 116 respondents from a rural community in northeastern Louisiana. The conclusions indicated more differences in cultural traits between strata within the Negro and White groups than between corresponding strata of the 2 racial groups. White high school and elementary strata were found to differ on the basis of organizational and associational participation while the 2 Negro strata differed on both family decision-making and parental aspirations for children. It was further indicated that cultural pluralism or a difference in cultural traits does not exist when interracial stratum is held constant, although a small amount of social pluralism or institutional skin color distinction does. Further research was needed to validate the change in the relationship of the Negro subculture to the larger White culture. (HBC)

ED 077 608 88 RC 007 026

Ewald, Thomas R.

Court Action for Migrants.

Migrant Legal Action Program, Inc., Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Div. of Civil Rights.

Pub Date 72

Note—145p.

Available from—Migrant Legal Action Program Inc., 1820 Massachusetts Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civil Liberties, *Court Cases, Economic Factors, Grievance Procedures, Immigrants, Labor Camps, Labor Legislation, *Legal Problems, Low Income Groups, Migrant Problems, *Migrants, Minimum Wage Legislation, *Rural Areas

Aiding attorneys who represent migrant farmworkers and their families when affirmative civil action is required, this book helps to raise the level of migrants' legal protection to a minimum standard of adequacy. The text is based on the Federal Rules of Civil Procedure, a national set of rules. The book is divided into 3 sections: the identification and discussion of the 5 most important types of migrants' civil cases involving access to migrant labor camps, retaliatory firing and eviction, regulatory statutes, benefit programs, and contracts; the discussion of preliminary considerations in Federal civil suits on behalf of migrants; and the discussion of procedure in migrants' cases. Also included are 35 illustrative forms and 6 affidavits from an access case. (PS)

ED 077 609 88 RC 007 027

Cummings, Lucy M., Ed.

Papers of the Workshop on Current Rural Development Regional Research in the Northeast (Stratton Mountain, Vermont, July 25-28, 1972).

Northeast Regional Center for Rural Development, Ithaca, N.Y.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Pub Date 28 Jul 72

Note—256p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Planning, *Community Services, *Economic Change, *Economic Disadvantage, Education, Health Services, Housing, Land Grant Universities, Natural Resources, *Rural Development, *Social Change, Unemployment

Information presented at a workshop on current rural development in the Northeast was described in this report. The objectives of the workshop were to get an overall view of the regional rural development research conducted under the State Agricultural Experiment Station in the 12 northeastern states; to encourage inter-

disciplinary exchange; to identify the potential use of the current regional rural development research for policy and program purposes; and to contribute to more effective planning, management, and use of such research. Major areas were rural development, social change, economic change, natural resources, poverty, and community services. Also included in the report were technical discussions of the presented papers; user discussions; and a panel discussion on the future directions in planning, management, and use of rural development research in the Northeast. (PS)

ED 077 610 88 RC 007 028

Northern Colorado Outdoor Nature Center Project, Poudre School District R-1, Fort Collins, Colorado, Final Report.

Poudre School District R-1, Ft. Collins, Colo. Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Sep 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Curriculum Guides, Environmental Education, Field Experience Programs, Learning Laboratories, Mexican Americans, *Outdoor Education, *Program Evaluation, *Questionnaires, *Reports, Teacher Improvement
Identifiers—*Colorado

The objectives of the Northern Colorado Outdoor Nature Center Project are to: (1) develop an outdoor nature center and an environmental education laboratory; (2) develop multidisciplinary curriculum guides for grades K-12; (3) assist teachers in developing skills necessary to teach effectively in the outdoor setting; and (4) develop student awareness and sensitivity to the environment and procedures for proper care of it. The middle-class community is centered in a diversified agricultural area. Mexican Americans comprise approximately 10% of the total population. Evaluation of the project was facilitated by a survey of 9 elementary principals, 140 elementary teachers, 400 elementary students, and 8 junior high teachers. The conclusions indicate that: (1) an outdoor laboratory encourages participation in environmental activities and enhances student awareness and sensitivity to environmental problems; (2) an environmental curriculum guide provides valuable teacher assistance for planning appropriate learning experiences; (3) in-service teacher training is necessary to build confidence for teaching in a different setting; and (4) an environmental education program should embrace all levels of instruction and include all subject disciplines in grades K-12. (HBC)

ED 077 611 RC 007 031

Report of the Lakota Higher Education Center, Lakota Higher Education Center, Pine Ridge, S. Dak.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Pine Ridge, S. Dak.

Pub Date Oct 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Colleges, Community Involvement, *Credit Courses, Cultural Factors, Educational Finance, *Federal Aid, *Higher Education, Tribes

Identifiers—BIA, Bureau of Indian Affairs, Lakota Higher Education Center, *Oglala Sioux

In February 1971, the Bureau of Indian Affairs granted \$22,900 to the Oglala Sioux to develop a tribal sponsored college center. According to the proposal, the grant would be used to plan and initiate a system which: (1) uses courses to reach out to the area population on the basis of their needs; (2) is integrated with the agencies and establishments serving and/or employing the reservation population; (3) has curricula geared and created to meet the special cultural needs and demands of the Sioux people, also providing for local control; and (4) provides a model system for implementation by other rural areas, especially those characterized by poverty and/or cultural differences. The report covered 3 main areas: (1) review of grant and initial status of college center; (2) present status of college center; and (3) deficiencies of present operation. (FF)

ED 077 612 RC 007 032

Stone, Paula C. Ruiz, Rene A.

Race and Class as Differential Determinants of Underachievement and Underaspiration Among Mexican-Americans.

Pub Date Sep 71

Note—25p.; Paper presented at the Annual Convention of the American Psychological Association, September 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Aspiration, *Anglo Americans, *Aspiration, Grade 11, Literature Reviews, Lower Class, *Mexican Americans, Middle Class, Occupational Aspiration, *Socioeconomic Status

Mexican American and Anglo 11th grade high school students from lower and middle socioeconomic classes were compared using the locus of control, adequate achievement reality, and temporal orientations as potential correlates of scholastic performance and future education and vocational goals. The sample of 89 male and 87 female students from 3 high schools in Tucson, Arizona, was divided into 4 groups: 48 low-socioeconomic status (SES) Mexican Americans, 26 middle-SES Mexican Americans, 27 low-SES Anglos, and 65 middle-SES Anglos. Students' race and class were identified by their responses to a 15-item Information Scale created for this study. The scales were combined into a single booklet of 60 items. These items measured the student's self-concept, achievement reality orientation, temporal orientation, educational achievement, educational aspiration, and level of vocational aspiration. Findings showed scholastic performance and future educational and vocational goals more closely related to socioeconomic class than racial group. Inferences which emerged were: (1) generalizations from one ethnic minority group to another may be risky even when based on empirical data and (2) different types of programs designed to involve ethnic minority members in the mainstream American society may be necessary for different racial groups. (NQ)

ED 077 613 RC 007 034

Cook, Laverne

The Effects of Verbal and Monetary Feedback on the WISC Scores of Lower-SES Spanish American and Lower- and Middle-SES Anglo Students.

Pub Date Apr 73

Note—98p.; Doctor of Education dissertation submitted to New Mexico State University, Las Cruces.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, Doctoral Theses, Feedback, Grade 5, *Intelligence Tests, Lower Class, Middle Class, Rural Youth, *Socioeconomic Status, *Spanish Americans, Tables (Data), *Testing, Verbal Communication

Identifiers—*Wechsler Intelligence Scale for Children, WISC

The effects of systematically varying the administration procedure of the Wechsler Intelligence Scale for Children (WISC) for Anglo and Spanish American children were studied. Procedures used were standard, verbal feedback and monetary feedback for correct answers. Ninety rural 5th grade students from southern New Mexico were divided into 3 groups by socioeconomic status (SES): 30 Anglos from lower-SES, 30 Anglos from middle-SES, and 30 Spanish Americans from lower-SES. The WISC was administered to one-third of the children in each ethnic SES group under the standard administration procedure, one-third received it under verbal feedback, and one-third received it under monetary feedback. All WISC's were administered and scored by a single examiner. The findings were: (1) the only significant results were produced by group membership as defined by SES or ethnicity; (2) the performance level for the Anglo students did not change when additional information or incentive is offered during its administration; and (3) no significant evidence was found to warrant altering test administration procedures for rural, 5th grade lower-SES Spanish American students and lower- and middle-SES Anglo students. (Author/NQ)

ED 077 614 RC 007 036

Dale, George A.

Education for Better Living. A Study of the Effectiveness of the Pine Ridge Educational Program.

Bureau of Indian Affairs (Dept. of Interior),

Phoenix, Ariz. Phoenix Indian School.

Pub Date 55

Note—251p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, Career Education, Community Involvement, *Curriculum Development, *Education, *Program Effectiveness, *Relevance (Education), Reservations (Indian), Student Needs, Tables (Data)

Identifiers—BIA, Bureau of Indian Affairs, Oglala Sioux, *Pine Ridge Boarding School

During 1938-39 a study of students and graduates of the Pine Ridge Federal School revealed that most of these students (98%) stayed on the Oglala Sioux reservation. The school program was largely academic, contributing little to their employability. As a result, the program was remodeled to make it responsive to reservation economic and social needs. In 1950 an intensive evaluation of the school curriculum from 1936 to 1950 was made. Students who were exposed to the remodeled curriculum asked 2 basic questions: (1) Are the former students making a better living through the use of reservations resources or through wage employment as a result of their school training, than would otherwise have occurred? (2) What do these former students think about the effectiveness of the school program, and how would they change it? The survey was concerned primarily with the usefulness of those parts of the school curriculum which were planned specifically to help American Indians make a better living. Respondents were all adults who had been out of school from 3-10 years. One response stated "This (study) is a chance for an Indian to really speak his mind about the schools." (FF)

ED 077 615 RC 007 037

Howard, Homer H.

In Step with the States. A Comparison of State and Indian Service Educational Objectives and Methods.

Haskell Indian Junior Coll., Lawrence, Kans.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 49

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Bilingual Education, *Comparative Analysis, Course Objectives, *Curriculum Development, Eskimos, *Federal Programs, Flexible Scheduling, Rural Schools, Student Needs, *Teaching Procedures
Identifiers—BIA, *Bureau of Indian Affairs

The purpose of this 1949 book is to summarize the beliefs of the education division of the United States Indian Service and to present summarized statements of the educational objectives and teaching practices of Alaska and the 15 states where the Indian Service operates schools. Part I answers such questions as how public schools are changing; are all public schools good schools; and why Indian schools change rapidly. The educational approach, the primary objectives of Indian schools, the provisions for individual differences, and surveys as foundations for curriculum development are additional topics discussed in Part I. Part II reviews courses of study in Arizona, Colorado, Florida, Minnesota, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, and Washington. The course of study for Alaska's elementary and secondary territorial schools is examined in Part III. (HBC)

ED 077 616 RC 007 042

Goodman, Paul Wershub

Grade Point Average of Mexican American and Anglo College Students Attending the Same University.

Pub Date 14 Apr 73

Note—14p.; Paper prepared for Symposium on the Education of Mexican Americans, Society for Applied Anthropology meeting, Tucson, Arizona, April 12-14, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Anglo Americans, *College Students, Disadvantaged Groups, Ethnic Distribution, *Grade Point Average, *Mexican Americans

Identifiers—*Texas

The purpose of this study was to determine whether a difference exists between the grade achievement of Mexican American and Anglo college students. The study was conducted at the University of Texas at El Paso. A stratified ran-

dom sample of 480 students equally divided between Anglos and Mexican Americans was drawn from unmarried full-time students who attended the university in the fall of 1969. Stratification was made on the basis of ethnic group, sex, college class, and college enrolled in. Major findings were that Mexican American college students do have significantly lower grade point averages than Anglo students enrolled in the same university; when the entire sample was considered, no significant differences were found when the type of high school attended was considered; and a comparison of grade point averages in the 5 colleges showed no significant differences between the groups. All findings were tentative pending the discovery of 25 missing samples. (PS)

ED 077 617 RC 007 043

Trevino, Robert E.
Is Bilingual Education Shortchanging the Chicano?

Pub Date 14 Apr 73

Note—26p.; Paper prepared for Symposium on the Education of Mexican Americans, Society for Applied Anthropology meeting, Tucson, Ariz., April 12-14, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Achievement, *Biculturalism, *Bilingual Education, Cultural Differences, *Educationally Disadvantaged, Educational Programs, English (Second Language), Intelligence Tests, Linguistics, *Mexican Americans, Parent Participation, Self Concept, *Spanish Speaking, Teacher Education

Investigating non-linguistic factors which may have contributed significantly to Chicanos' educational problems, the study determined that the major objective of bilingual education should be to correct the Chicano child's negative self-image. Fatalism, a legacy of poverty, dropouts caused by language and culture conflicts, low achievement on English-based IQ tests, and acculturation demands that negate native cultures were cited as factors that deter the progress of bilingual education. Bilingual education often merely taught children to "parrot" English, instead of supporting bilingual-bicultural opportunities. One program that has incorporated 2 languages and 2 separate cultural systems is the Bilingual/Bicultural Follow-Through Model for Grades K-12 at the University of California, Riverside. This program included parent involvement, Spanish as a second language for teachers, community participation, home teaching and heritage curriculum development, and culture-matching teaching strategies. (KM)

ED 077 618 RC 007 044

Gomez, Angel I.

Mexican Americans in Higher Education.

Pub Date 15 Apr 73

Note—17p.; Paper presented at Symposium on Mexican American Education, Society for Applied Anthropology meeting, April 12-14, 1973, Tucson, Arizona

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, Cultural Differences, *Cultural Education, *Ethnic Studies, Grade Prediction, Graduate Students, *Higher Education, *Mexican Americans, Recruitment, *Spanish Speaking, University Administration

Pinpointing specific recommendations for higher educational reform, the paper advocates changes in the recruitment, admittance, retention, and commitment to Mexican Americans. Investigating these areas, the report finds: (1) College admissions offices often recruit from other institutions, bypassing local "barrios"; (2) Unrealistic grade expectations and an unwillingness to work with students who do not fit the Anglo mold bar Mexican Americans from higher education. To retain these students, an environment is needed that provides reinforcement for individual motivation and cultural relation. Also, courses depicting Mexican heritage and culture would develop a stronger self-identification for the Mexican American student and a better understanding for the Anglo. Funding of Mexican American student services and academic programs should be an integral part of the university budget rather than a "special" and temporary fund. (KM)

ED 077 619 RC 007 045

Brown, Doug And Others

Man in the North Technical Paper. Education in the Canadian North, Three Reports: 1971-1972.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Mar 73

Note—156p.; For related documents, see RC 007 046-048.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, *Apprenticeships, Area Studies, *Community Education, Community Involvement, Elementary School Teachers, Eskimos, *Inservice Teacher Education, *Minority Groups, *Technical Reports

Identifiers—*Canada
The 3 research topics examined in this report are identified as crucially important by the 1970 Man in the North Inuvik Conference. Eskimo, Indian, and Metis residents of the North comprise 2/3 of the conference participants. The first 2 reports are on applied research projects, the first dealing with some practical ways to apply the concept of community-guided education, the second with training northern native teachers. The third report is a study of southern teacher preparation for professional teaching in the North. Three conclusions appear most significant for the present stage of northern education: (1) while official directives concerning northern education seem to be promising, very often they lack comprehension from the administrators, the teaching staffs, and concerned populations; (2) local committees must have well-defined responsibilities in the selection, hiring, transfer, and dismissal of teachers; and (3) efforts to post native teachers to the elementary grades should not exclude new and imaginative formulas that depart from the sempiternal tendency to accommodate northern elementary teacher training to the already existing standards and procedures of the South. (HBC)

ED 077 620 RC 007 046

Brown, Doug And Others

Man in the North Technical Paper. Education in the Canadian North, Report One: Community-Guided Education.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Mar 73

Note—46p.

Available from—Not Available Separately; see RC 007 045

Document Not Available from EDRS.

Descriptors—Adults, American Indians, *Community Education, *Community Involvement, Cultural Education, Curriculum Development, *Eskimos, Experimental Programs, *Minority Groups, *Technical Reports

Identifiers—Canada, Inuvik
The specific objective of this applied research project was to evaluate practical formulas for community-guided education in 5 native communities in the Canadian North. The projects, launched at the Man in the North Inuvik Conference (1970), involved the adults of these communities in the educational process as special education committees and community teachers. The evaluation covered program preparation and organization, planning, content, payment of Eskimo and Indian community teachers, location, and teaching methods. Subjects taught by the community teachers were based on local natural environments. Although the project time was too short for thorough evaluation, the communities responded favorably, interested in having their children initiated to their own culture and history through the school system. (KM)

ED 077 621 RC 007 047

Brown, Doug And Others

Man in the North Technical Paper. Education in the Canadian North, Report Two: Apprentice Teachers.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Mar 73

Note—59p.

Available from—Not Available Separately; see RC 007 045

Document Not Available from EDRS.

Descriptors—*Academic Enrichment, American Indians, Apprenticeships, Area Studies, Cooperating Teachers, Eskimos, Experimental Programs, *Inservice Teacher Education, Inter-cultural Programs, *Minority Groups, *Program Evaluation, Team Teaching, *Technical Reports

Identifiers—*Canada

The objective of this applied research project was to evaluate a formula by which young native

Canadians would become teachers through in-service training coupled with academic upgrading. The experiment design paired apprentice and cooperating teachers, provided technical help, planned a schedule of activities for the apprentice, and assessed the value of the experiment formula. The Mackenzie Delta, lower Mackenzie, and the Great Bear Lake regions were selected for the project. The report provided an explanation of the following events and activities by site: (1) selection of apprentice and cooperating teachers; (2) the team teaching approach; (3) curriculum and cultural inclusion; (4) the apprentice's personal adjustment; (5) activities involving the apprentice teacher and progress assessments made by Man in the North (MIN) teams; (6) evaluation by the MIN teaching team; and (7) evaluation by technical resource persons. A summary of individual findings and conclusions collected from resource persons' reports, the second Inuvik seminar, school principals, and task force members comprised the overall evaluation of the project. (HBC)

ED 077 622 RC 007 048

Girard, Ghislaine

Man in the North Technical Paper. Education in the Canadian North, Report Three: Southern Teachers for the North.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Mar 73

Note—43p.

Available from—Not Available Separately; see RC 007 045

Document Not Available from EDRS.

Descriptors—American Indians, *Area Studies, Career Choice, *Elementary Education, Eskimos, Inservice Courses, *Minority Groups, *Surveys, *Teacher Education, Teacher Selection

Identifiers—*Canada

The purpose of this study is to investigate professional teaching preparation in the North of teachers who received their training in latitudes south of 60 degrees. The procedure involved: (1) 2 formal meetings of task force members; (2) the dispatching of 2 questionnaires to northern teachers; (3) a series of meetings of native parents and native students; (4) a questionnaire sent to school administrators of the Northwest Territories, New Quebec, Alaska, and Greenland; and (5) a survey of northern school administrations' and Canadian universities' efforts to train teachers for the North. An explanation of the procedures presently followed, the selection criteria, major gaps in the actual process, and suggested remedies for teacher selection problems are provided. The teacher preparation section consists of an explanation of the problem, objectives of the special orientation sessions, and task force suggestions. Teacher preparation in the South is discussed in terms of providing introductory courses in the total reality of the North and additional courses in peculiarities of the Northern language. Preparation in the North involves an exposition of apprentice teacher activities during the first 5 months and immersion into the Northern culture. Additionally, the posting, transfer, and dismissal of teachers is discussed. (HBC)

ED 077 623 RC 007 049

Rocha, Joseph R.

Mexican-Americans in Government: A Study of Attitudinal Differentiations Within the Mexican-American Community in the Implementation of Action Programs to Incorporate Mexican-Americans into the Planning Process.

Pub Date Jan 72

Note—173p.; Masters Thesis, Fresno State College, California

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Citizen Participation, *Community Attitudes, Community Involvement, Federal Programs, Group Norms, *Masters Theses, *Mexican Americans, *Policy Formation, *Program Planning, Public Opinion

The purpose of this study was to determine attitudinal differentiations within the Mexican American community's leadership in the implementation of effective programs to incorporate Mexican Americans into the general planning process and, more specifically, into governmental planning offices. The thesis tested was that Mexican American involvement in the planning process was necessary if effective programs in-

volved that community were to be implemented. Fifty persons whose names were drawn selectively from Mexican American organizations were interviewed. Fifty-two percent of the individuals responded that the Office of Economic Opportunity was a desirable identifier of the Mexican American community's goals and values. The Concentrated Employment Program, as an example of government help for the Mexican American community, received an affirmative response from 96% of the interviewees. Approximately 76% of the interviewees gave affirmative responses to the question of citizen participation as an effective means for injecting values and goals of the community into the planning process. Additional findings referred to an opinion survey on support and promotion of governmental programs. Appendices included questionnaires and figures. An annotated bibliography ended the document. (HBC)

ED 077 624 RC 007 050
Tribal Directory, 1973. Arizona Commission of Indian Affairs.

Arizona Commission of Indian Affairs, Phoenix.
Pub Date 73
Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Directories, Education, Employment, *Guides, Health, Organizations (Groups), Public Relations, *Reservations (Indian), *Tribes, Welfare
Identifiers—Arizona

The document is a tribal directory of American Indians in Arizona, correct as of June 5, 1973. The content covers (1) a map of Arizona showing reservation areas; (2) population of Arizona reservations; (3) Bureau of Indian Affairs Area Offices; (4) educational institutions; (5) employment agencies; (6) health services; (7) police and legal groups; (8) press contacts; (9) welfare services; (10) miscellaneous centers; and (11) Indian associations. (FF)

ED 077 625 RC 007 051
Intermountain Evaluation Task Force. A Report.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Pub Date 1 Jun 73

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Boarding Schools, Educational Facilities, Educational Objectives, *Evaluation, Futures (of Society), *Operating Expenses, Planning (Facilities), Reservations (Indian), *School Closing
Identifiers—BIA, Bureau of Indian Affairs, *Intermountain Boarding School, Navajos

The Intermountain Evaluation Task Force was organized following the decision of the Bureau of Indian Affairs' (BIA) Navajo Area Office to phase out the Intermountain Boarding School in Brigham City, Utah, which provides high school education for Navajo youth (Appendix A). The policies of self-determination and a preference for schooling Navajo youngsters as close to home as possible brought about the phase out decision. This in turn questioned the need for the off-reservation schools. It was this to which the Task Force addressed itself. Three areas of exploration for possible uses of the school facility were: (1) the need for a secondary school for American Indian children from other tribes; (2) the need of the facility for other education, i.e., a post-secondary technical vocational school; and (3) the possible utilization of the facility for non-BIA purposes. The findings indicated that: (1) a secondary school serving various tribal groups does not seem desirable; (2) post-secondary education can be more easily obtained elsewhere; and (3) the possibilities for utilizing the facilities for other non-Bureau purposes were many but all conjectural at the present time. Also included were 8 appendixes. (FF)

ED 077 626 RC 007 052

Edington, Everett D. Conley, Howard K.
Education in Isolated Rural Areas.

Pub Date 27 Jun 73

Note—21p.; Paper presented at the Science and Man in the Americas Meeting, Desert and Arid Lands Section, Mexico City, Mexico, June 25-27, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Development, *Cultural Factors, Curriculum Planning, *Developing Nations, Economic Dis-

advantage, *Educational Trends, Mass Media, *Rural Education, Rural Urban Differences, Teacher Education

Problems in the development of educational programs in isolated rural areas are caused primarily by lack of proper resources, enough students to efficiently conduct a quality educational program, and skill and expertise by those persons involved in the development of such a program. Major trends in education for American Indians and for people in the developing nations include a decrease in the numbers and percentage of illiterates, increased centralization of educational districts, and an increase in students' aspirations. Development, curriculum, inservice training, media, and educational policy are the major areas to be considered in the development of an educational program. Specific recommendations are that each country develop an educational policy for isolated areas, that local people have a voice in the educational programs within their communities, that a curriculum relevant to the needs of rural education be developed, that adequate pre-service and in-service programs for rural teachers be conducted, and that more use be made of media. (PS)

ED 077 627 RC 007 055

Satterlee, James L. Malan, Vernon D.
History and Acculturation of the Dakota Indians.

South Dakota State Univ., Brookings. Agricultural Experiment Station.
Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—SD-Pam-126

Pub Date [72]

Note—81p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Acculturation, *American History, *American Indians, *Cultural Background, Culture Contact, Economics, Education, Family (Sociological Unit), Family Life, Federal Programs, Group Structure, Health, Migration Patterns, Politics, Racial Characteristics, Religion, Reservations (Indian), Sociocultural Patterns, *Tribes

Identifiers—*Dakotas, Sioux

Relating the history of the Dakota Indians from their origins to the present time, this document also examines the effects of acculturation on these Sioux people. Beginning with the Paleo-Indians of North America, it details the structure of the Dakota culture and attempts to acculturate the Indians into white society. Historical and current implications of acculturation for these tribes are investigated through family structure, education, health and welfare, religion, politics, and economics. An extensive reference bibliography ends the document. (KM)

ED 077 628 32 RC 007 056

Moore, William G., Comp.

Evaluation of Migrant Education, Numero Uno.
Title I-M Programs in the State of Oregon, September, 1971-August, 1972.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 72

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Health Services, *Migrant Child Education, *Program Descriptions, *Program Evaluation, *Reports, Student Enrollment, Summer Programs, *Tables (Data)

Identifiers—*Oregon

During the fiscal year 1970-71, Oregon's Migrant Education Program coordinated the planning and administration of several district migrant programs into area projects. Objectives for these projects are to provide: (1) diagnostic and prescriptive, each-one-teach-one or tutorial educational services for all migrant students without the background necessary for a regular classroom situation; (2) career ladder educational opportunities for non-certificated personnel; (3) educational and cultural inservice programs for project administrators and staff members; (4) home-school consultant services for migrant education programs; (5) free lunch and health services where needed; (6) a format and guidelines for a third party evaluation and a contract for

evaluating all migrant education programs; (7) records on no less than 95% of the migrants enrolled in the public schools; and (8) a guide and special inservice training for preschool program implementation. A complete description of the 8 area projects which were funded to provide educational, health, nutritional, and social services for migrant students in grades K-12 is given in this third party evaluation report for fiscal year 1971-72. Summer programs primarily for children ages 5-14 are also described. Tabular data are given for each regular term and summer area project. (NQ)

ED 077 629

RC 007 057

Walton, Billy Doyle

A Determination of the Change in Dietary Levels of Families Participating in the Expanded Foods and Nutrition Program in Choctaw County, Mississippi.

Pub Date Jan 71

Note—72p.; Master's thesis, Mississippi State University, State College, Mississippi

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, Education, *Federal Programs, *Low Income Groups, Negroes, *Nutrition, *Rural Areas, *Rural Extension, Social Systems, Welfare Services

Identifiers—Choctaw County, *Expanded Foods and Nutrition Program, Mississippi

The purpose of this study was to determine changes made in the dietary levels of families participating in the Expanded Foods and Nutrition Program in Choctaw County, Mississippi. The educational work was done by county professionals who were trained by the home economist and who then taught the homemakers through individual home visits. Data were collected through personal interviews from 100 families in March 1969, September 1969, and March 1970. The families' consumption of the basic 4 food groups was used to determine the dietary level. Major findings were: there was a significant increase in the use of the basic 4 food groups; there was no indication that the educational level of the homemakers changed the adequacy of the family diets; and the greatest increase in the use of the basic food groups was made among the families having the lowest incomes. (Author/PS)

ED 077 630

RC 007 058

Hawes, H. W. R.

Planning the Primary School Curriculum in Developing Countries.

Pub Date 72

Note—53p.; Also published in French

Available from—UNESCO Publications Center (NAIP), 317 East 34th Street, New York, New York 10016 (IIEP.72/II.17/A, \$2.00)

Document Not Available from EDRS.

Descriptors—*Community Influence, *Curriculum Planning, *Developing Nations, Evaluation, Instructional Materials, Objectives, *Primary Grades, *Rural Areas

Problems in planning and developing a curriculum for primary grades in developing countries are discussed in this booklet. It is noted that no generalizations can be made to cover all developing countries, but it is possibly worthwhile to list certain problems and restraints which are common to the majority of systems and which must be considered for any analysis of the primary school curriculum. Problems are covered in the areas of context and curriculum. Curriculum planning is described by elements of curriculum reform: basic information, curriculum objectives, curriculum strategy, curriculum process, and examinations and curriculum evaluation. Suggestions for further reading are also included. (PS)

ED 077 631

RC 007 059

Education for Rural Life. Educational Documentation and Information. Bulletin of the International Bureau of Education, Year 46, No. 183, 2nd Quarter, 1972.

International Bureau of Education, Geneva (Switzerland).

Report No.—IBE-183

Pub Date 72

Note—142p.

Available from—UNESCO Publications Center (NAIP), 317 East 34th Street, New York, New York 10016 (\$2.25)

Document Not Available from EDRS.

Descriptors—Attitudes, *Bibliographies, *Curriculum, *Developing Nations, Documentation,

Economic Factors, *Rural Education, *School Organization, Teacher Education

A select bibliography on education for rural life is presented in this book. Except for a few cases, materials were chosen from those published in 1965 and later. Major topics are rural education policies, planning, and economics; organizational and curricular aspects of primary schools, secondary schools, higher agricultural education, adult education, and flexible types of organization; teacher recruitment, training, and retraining; and the needs of different groups. Information on sources and resources are presented with an author, country, and subject index. (PS)

ED 077 632

RC 007 060

Barette, Philippe And Others

Man in the North Technical Paper: Sagloug Community Center Study.

Arctic Inst. of North America, Montreal (Quebec).

Pub Date Jun 72

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Community Role, *Community Service Programs, *Community Study, Cultural Factors, *Eskimos, *Recreational Programs, Rural Areas, Socioeconomic Background, Tables (Data)

Identifiers—Inuits, *Saglou Community Center

During the Man in the North (MIN) conference on community development, held at Inuvik in 1970, one of the most important issues for the northern native people is the community center. The report is a study of a northern community center done by a team of 3 architects and their Inuit associate. The report discusses an approach to assure, in the planning of a native center, the full participation of the people concerned by identifying their needs, aspirations, and objectives. The MIN Reviewing Committee recommended that the smallest integral unit of the project be offered to the Inuit for construction on a free time scale. Construction should be at Saglou, Canada, or wherever suitable, and the Inuit should be able to decide on the facilities to go into the center. The content covers Saglou by: (1) a study of the settlement; (2) an analysis of data and standards; and (3) the proposal for a community center. The appendixes include 69 tables and figures. (FF)

ED 077 633

RC 007 061

Lind, Robert William

Familistic Attitudes and Marriage Role Expectations of American Indian and White Adolescents.

Pub Date Jun 71

Note—122p.; Doctoral Dissertation, Florida State University, Tallahassee

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Caucasian Students, Comparative Analysis, *Cross Cultural Studies, *Family Attitudes, Family Role, *Marriage, Social Factors, Student Characteristics, Tribes

Identifiers—Montana

The major purpose of the research was the exploration of familistic attitudes and marriage role expectations of American Indian and White adolescents as related to grade, age, sex, race, tribal affiliation, place of residence, academic achievement, future educational plans, parents' marital status, and language spoken in the home. Subjects were 150 White adolescents from Big Timber and Columbus, Montana; and 135 Indian adolescents from the Montana communities of Ashland, Dixon, Harlem, Lodge Grass, Poplar, and St. Ignatus. All were juniors and seniors in high school. Data was collected December 1970 and January 1971. Each student completed 3 instruments: a personal data questionnaire designed by the investigator; the Bardis Familism Scale; and the Dunn Marriage Role Expectation Inventory. Seven hypotheses were formulated and tested, the first of which was "There is a significant positive relationship between Familism Scale scores and Marriage Role Expectation Inventory scores for a. Indian and White adolescents b. Indian adolescents c. White adolescents d. Crow Indian adolescents...i. Other Indian adolescents." Findings indicated that the family seemed more important, more of a cohesive force, among the Indian students. Indian students were also more inclined to perpetuate the traditional conceptions of marriage roles. (FF)

ED 077 634

RC 007 062

Krebs, Robert E. Stevens, Gail A.

An Assessment of Needs Related to the Education of Indian Children in the State of Washington.

Center for the Study of Migrant and Indian Education, Toppenish, Wash.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jan 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Relations, *Educational Objectives, *Educational Problems, Health, *Needs, *Programs

Identifiers—*Johnson O Malley Act, Washington

The assessment of educational needs attempts to: (1) identify problems and needs related to the education of American Indians; (2) establish priorities for meeting these needs and solving problems; (3) provide program descriptions to assist individuals and organizations to plan and implement programs to meet priorities; and (4) identify potential financial sponsors for the implementation of the programs. Informants associated with a variety of groups are interviewed to obtain pertinent data. The sample includes parents, students, educators, administrators, community organizations, service agencies, Johnson O'Malley boards, tribal councils, Bureau of Indian Affairs representatives, and teacher aides. Identified problems pertain to education, health, community relations, employment, and leadership. The programs described are intended as guides for the development and implementation of an early childhood education program. Problems, educational needs, and programs are listed respectively. Other problems such as distance from school and transportation difficulties are factors restricting students from participation in after school activities. Recommendations follow. (FF)

ED 077 635

RC 007 063

Harrison, Ira E.

The Migrant Papers. Behavioral Science Working Paper.

Pennsylvania State Dept. of Health, Harrisburg.

Report No.—BSWP-72-3

Pub Date Feb 72

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, *Crew Leaders, Cultural Factors, *Migrant Health Services, *Migrant Workers, *Negroes, *Program Evaluation, Tables (Data)

Identifiers—*Pennsylvania

Four papers pertaining to health services for East Coast migrant workers are included in this publication. These papers are: (1) "The Crew Leader as a Broker with Implications for Health Service Delivery," (2) "Migrant Health Project with Implications for Health Service Delivery," (3) "Planned Change in a Migrant Health Project," and (4) "Life Style of Migrants on the Season and Their Adaptations to Community Attitudes." The first, a revision of a paper presented at the 30th Annual Meeting of the Society for Applied Anthropology on April 14-18, 1971, attempts to clarify the crew leader's role in health service delivery. The second paper is an evaluation of Pennsylvania's Migrant Health Project during 1964-1970, with a brief history of the Migrant Health Act. The third paper is a research proposal submitted for funding to the Pennsylvania State Department of Health for a migrant health project. The fourth paper, delivered at the Florida International University Migrant Program's Social Education Workshop on February 15-17, 1972, discusses a single agency stream-wide approach for dealing with the multifaceted problems of migrant workers. (NQ)

ED 077 636

RC 007 064

A Policy Statement on the Education of Children of Migrant Farm Workers.

National Committee on the Education of Migrant Children, Washington, D.C.

Pub Date Jun 68

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Community Migrant Projects, *Educational Disadvantage, Educational Needs, Federal Programs, Language Handicaps, Legislation, *Migrant Child Education, Migrant Health Services, *Minority Groups, *Problems, *Remedial Programs

Identifiers—National Committee on Education of Migrant Children

In 1963, the National Child Labor Committee established the National Committee on the Education of Migrant Children (NCEMC) to give new impetus to its work with these children. The over 300,000 migrant children suffered from educational deprivation in the home, inadequate health care, poor housing, and a lack of desirable learning situations. Further deprived by language barriers and rigid grade placement, these children benefited little from programs that concentrated on remedial work without diagnosis of problems. The NCEMC recommended a national plan for migrant child education. This plan should include: (1) revisions of the Elementary and Secondary Education Act, Title I, Migrant Amendment, that would cover identification of migrant children, fund allocation, adequate research and evaluation, and program coordination; (2) emphasis on innovative teaching methods and a national health program; (3) reorganization of migrant school programs; (4) a national teacher recruitment program; and (5) immediate implementation of the recommendations of the Report of the President's Commission on Rural Poverty. The report also included recommendations for the improvement of the lives of migrant workers in general. (KM)

ED 077 637

RC 007 070

Meier, Matt S. Rivera, Feliciano

A Bibliography for Chicano History.

Pub Date 72

Note—96p.

Available from—R and E Research Associates, 936 Industrial Avenue, Palo Alto, Calif. 94303 (\$3.00 plus shipping charges)

Document Not Available from EDRS.

Descriptors—American History, Bibliographies, *Civil Rights, *Cultural Background, *History, *Immigrants, Labor Legislation, *Mexican Americans, Spanish Speaking

The principal objective of this bibliography is to provide the beginning student in Chicano history a selective list of items useful to understanding each of the major historical periods from the Mexican American's origins to the present day. The bibliography is arranged chronologically to include: books; some Federal, state, and local governmental publications; periodicals; pamphlets; master's theses and doctoral dissertations. Three topical divisions supplement the chronological arrangement: labor and immigration; civil rights; and Chicano culture. The concluding section of the work is a bibliography of Mexican American bibliographies which is intended to be broader than "pura historia". (Author/KM)

ED 077 638

RC 007 074

American Indians. 1970 Census of Population, Subject Reports.

Department of Commerce, Washington, D.C.

Report No.—PC-2-1F

Pub Date Jun 73

Note—236p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.60 Domestic Postpaid; \$2.00 G.P.O. Bookstore)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, *Census Figures, Demography, *Nonreservation American Indians, *Population Trends, *Reservations (Indian), Statistical Data, Tables (Data), Tribes

Identifiers—Census of Population

The in-depth statistical profile of the American Indian's condition today is the most comprehensive ever done on the subject by the Bureau of the Census (U.S. Department of Commerce, Social and Economic Statistics Administration). Presenting information from the 1970 Census of Population and Housing it includes tribal and reservation data and nonreservation data on Indians in the U.S. Some information for 1970 is: (1) 95% of Indian children 7-13 years old and over 1/2 of all Indians between 3 and 34 were attending school; (2) the median age of all Indians was 20.4 years while the national median was 28.1 years; (3) a total of 727,730 Indians were counted compared with 523,591 a decade earlier (information on race in the Census report was obtained principally through the use of self-identification); (4) nearly 1/2 the Indian population lived in urban areas and 28% lived on 115 reservations; and (5) nearly 40% of the Indian population lived below the low-income level in

1969, where as the proportion for the total U.S. population was 13.7%. The statistics in this report are based on a 20% sample of the population; data on place of birth, school enrollment, residence in 1965, selected housing equipment, and number of automobiles available are based on a 15% sample. (FF)

SE

ED 077 639 SE 014 322

Macbeth, Douglas Russell

The Extent to Which Pupils Manipulate Materials and Attainment of Process Skills in Elementary School Science.

Pub Date 71

Note—96p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,891 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cognitive Development, Educational Research, *Elementary School Science, *Instruction, Learning Characteristics, Science Education, *Skill Development

Identifiers—Research Reports, Science A Process Approach

Reported is a study of the importance of the direct manipulative experience in the attainment of science process skills for kindergarten and grade three pupils. Typical self-contained classes were selected to learn exercises from Science - A Process Approach. Some pupils were allowed to manipulate science materials in learning, while others were not. Competency measures were given to each pupil, following the teaching of an exercise. Each pupil had in turn the chance of playing manipulative and non-manipulative roles by alternating subject treatment. Mean scores for each treatment condition were determined and analyzed. Results obtained showed that kindergarten pupils attained science skills better when allowed to manipulate materials than when deprived of materials manipulation. No significant differences were found between third grade students with and without manipulative experiences. The present findings were consistent with the theory that children operated on concrete objects in Piaget's pre-operational stage. (Author/CC)

ED 077 640 SE 014 341

Cook, Charles Frederick

An Analysis of Change in Open- and Closed-Mindedness and Attitude Toward Science of Pre-Service Elementary Education Majors.

Pub Date 71

Note—134p.; Ph.D. Dissertation, Indiana State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7530 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary School Teachers, *Methods Courses, Science Education, Scientific Attitudes, *Student Teaching, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education

Identifiers—Research Reports

Effects of student participation in a science methods course with and without extensive experiences with children on changes in open- and closed-mindedness and in attitudes toward science were studied among nine sections of pre-service elementary education majors. Seven sections received regular course instruction, and two were provided with additional extensive science teaching experiences for a 10-week period. The Rokeach Dogmatism Scale and the Dutton-Stephens Attitude Toward Science Scale were administered at the start and at the conclusion of the study. Results obtained showed that there was a significant difference in attitudes between the teaching-experience group and the regular course group. Participation in the methods course did not result in significant changes in open- and closed-mindedness. Extended experiences with teaching science to children resulted in a significant improvement in attitude for closed-minded students but not for open-minded students. No

marked relationship between open- and closed-mindedness and attitude toward science appeared. (CC)

ED 077 641

SE 014 352

Himes, Craig L.

An Exploratory Study of the Audio-tutorial Approach in the Teaching of General Biology at the College Level.

Pub Date 71

Note—126p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-16,951 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Auto-instructional Programs, *Biology, College Science, Doctoral Theses, *Educational Research, Instruction, Science Education, *Teaching Methods, *Tutoring

Identifiers—Research Reports

Effectiveness of the audio-tutorial (A-T) method of teaching general biology was studied among freshman subjects during the 1970-71 academic year at Bloomsburg State College. Analyses were made of achievement scores on examinations taken by the experimental and control groups each semester. No evidence of enhanced benefits was illustrated by the A-T method during the Fall semester, probably because of lacking experience. Student achievement in the experimental group was significantly higher during the second semester. Experimental males received higher scores, and achievement differences between the females of the two groups also indicated a positive value of the A-T approach. The A-T program was universally preferable. The author pointed out that motivation and willingness of the implementor to make the program work profitably for students were two limitations of the A-T method. (Author/CC)

ED 077 642

SE 014 360

Grobe, Cary H.

Comparisons in College Biology Achievement Between the Audio-Tutorial and Conventional Methods of Instruction for Non-Science Majors.

Pub Date 70

Note—90p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-16,361 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Auto-instructional Programs, *Biology, College Science, Doctoral Theses, *Educational Research, Instruction, Science Education, *Teaching Methods, *Tutoring

Identifiers—Research Reports

The audio-tutorial (A-T) method of teaching biology at the University of North Dakota was studied among 79 subjects during the Fall term of the 1969-70 academic year to determine its effectiveness in comparison with the conventional method. Thirty-eight students were assigned randomly to the A-T group and 41 to the control group. All subjects were given the "College Entrance Examination Board Advanced Placement Exam in Biology." After completion of the course, a posttest was administered to both groups. The population sample was further analyzed into subgroups on the basis of additional data consisting of their aptitude, science background, and secondary-school size. Statistical results showed the absence of significant difference in achievement between the two groups. College student's aptitude, secondary-school size, and science background did not contribute significantly to the prediction of college biology achievement under either the A-T or the conventional method of instruction. (CC)

ED 077 643

SE 014 371

Lewis, William Hiram

The Effect of Mutual Precise Goal-Setting on Teacher- and Student-Attitudes and on Student Achievement in Elementary Science Curriculum.

Pub Date 72

Note—107p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,456 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Teachers, *Goal Orientation, *Principals, Science Education, *Teacher Attitudes, Teacher Characteristics, *Teacher Role

Identifiers—Research Reports

The effect of a precise goal-setting process on teacher- and student-attitude and on student achievement was studied among 17 nonpermanent-status teachers of first through sixth grades as well as among their 371 students used as a secondary sample population. The concomitant purpose was to assess the principal's leadership in staff development and teacher-attitude modification. Teacher subjects were assigned to the experimental and control groups, eight in each. During the 8-week period, the experimental group was invited in conferences with the principal to complete goal-setting processes by which initiative, originality, communication, empathy, and productivity were encouraged. Evaluative devices were constructed to gather data on the part of teachers and students, and the principal's role was self-evaluated. It was concluded that the mutual goal-setting concept effected better teacher-principal relationships and improved teacher attitudes toward both seeking and accepting leadership in guidance and counseling. The principal's role was enhanced through such an interacting process. Further studies were recommended for the improvement of instructional techniques, redefining of the principal's role, and deepening of the research areas explored in the present article. (CC)

ED 077 644

SE 014 629

Gunsch, Leonhardt Maurice

A Comparison of Students' Achievement and Attitude Changes Resulting From a Laboratory and Non-Laboratory Approach to General Education Physical Science Courses.

Pub Date 72

Note—148p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,408 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, College Science, Doctoral Theses, *Educational Research, *Instruction, *Physical Sciences, Science Course Improvement Project, Science Education, *Scientific Attitudes

Identifiers—Research Reports

Student achievement and attitude changes resulting from two different approaches to teaching of physical science were studied among 94 non-science freshmen enrolled at Valley City State College during the 1970-71 winter quarter. Thirty-four students were taught the laboratory-oriented Physical Science for Nonscience Students (PSNS) Project course and 60 students, the traditional lecture-demonstration course. A 100-item multiple choice test and a 61-item short answer test with respective reliability of 0.849 and 0.882 were constructed by using behavioral objectives and employed together with the Scientific Attitude Inventory of Temple University in the pretest and posttest design. Results obtained showed that students achieved significantly better in the PSNS course. Boys and girls achieved equally well when both were taught by the traditional method, but the girls' achievement was significantly higher than boys' when both were taught the PSNS material and measured with the multiple choice test. The PSNS group boys scored higher than did the traditional group boys on short answer test. Attitude changes were significantly greater for the PSNS group than for the traditional group. (CC)

ED 077 645

SE 014 669

Baker, Robert Morris

A Study of the Effects of a Selected Set of Science Teaching Materials (Elementary Science Study) on Classroom Instructional Behaviors.

Pub Date 70

Note—119p.; Ed.D. Dissertation, The University of Rochester

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-1439 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Elementary School Science, *Instruction, Instructional Materials, Science

Teachers, Student Teacher Relationship, *Teacher Behavior
Identifiers—Elementary Science Study, Research Reports

There were significant relationships identified between selected science teaching materials and teacher behavior during elementary science instruction in the sixth grade among the 25 Elementary Science Study (ESS) teachers (non-textbook teachers) and 25 textbook teachers. Analysis of the data collected indicated clearly defined differences in the teaching behavior of teachers using ESS materials as compared to teachers using textbook materials. Teachers using ESS materials fostered greater student involvement and participation during science instruction and were more learner-centered in their teaching behavior during science instruction. Teachers using textbook materials restricted student involvement and participation during science instruction and were more content-oriented in their teaching behavior during science instruction. Data used for the study consisted of audio tapes of science lessons conducted by each teacher, a teacher background data form, student perception forms, and a teacher perception form. Flanders' system of interaction analysis was used by trained observers to obtain the data on the teachers' verbal behavior. The statistical tools used to test the hypotheses and questions posed for the study were Mann-Whitney U Test and Chi Square Test. (EB)

ED 077 646 SE 014 675

Daug, Donald Roger

Evaluation of the Influence of Multi-Level Reading Materials on the Achievement of Fifth Grade Elementary Science Pupils When Placed at Reading Level by an Informal Reading Inventory.

Pub Date 71

Note—146p.; Ph.D. Dissertation, Oregon State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-2466 MF-\$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses, *Educational Research, *Elementary School Science, *Evaluation, *Informal Reading Inventory, Reading Level, Reading Material Selection, Student Placement

Identifiers—Research Reports

There were no significant differences among the students of the three treatment groups selected from 21 fifth grade classrooms. The treatment groups included students who read at one of five levels as determined by an individual informal reading inventory, students who read at one of five levels as determined by a group informal reading inventory and, students who read at only the middle (C) level of the five levels supplied by the publishers. The results of the statistical analysis indicated that the informal reading inventory will place students 1.3 years lower in the materials used in this study than would the Metropolitan Reading Achievement Test. The materials were written at five levels of reading difficulty to better meet the reading ability spread found in the intermediate grades. The significance of student placement on achievement gain was evaluated by an analysis of variance. Groups were also equated with respect to reading level and teacher rating by an analysis of covariance. (EB)

ED 077 647 SE 014 677

Hungerford, Harold Ralph

The Development and Validation of Test Instruments to Measure Observation and Comparison in Junior High School Science.

Pub Date 70

Note—84p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-2382 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cultural Factors, Doctoral Theses, *Educational Research, *Evaluation, Performance Factors, *Secondary School Science, Skill Analysis, Skill Development, *Test Construction

Identifiers—Research Reports

This study attempted to design tests for the purpose of measuring the acquisition of the science skills of observation and comparison, to determine if these skills, as measured by these tests, could be differentially improved using differing amounts of training, and to determine the effects of race and cultural status on performance with the tests. Science Observation and Comparison Skill Test - Twig Form was evaluated as being both valid and reliable. Both two and four weeks of training in the skills resulted in significantly higher scores than no training over a comparable period of time. Considering cultural status, disadvantaged Negroes and whites showed noticeable improvement on the comparison portion of the test with four weeks of training when compared to two weeks of training. The study found a moderate relationship existing between race and cultural status, accounting for six percent of the variance on the test. The findings also indicated that the variables race and cultural status are distinct variables and can be studied as such and that training in the skills of observation and comparison accounts for the majority of variance in test performance. (EB)

ED 077 648 SE 014 995

Bartholomew, Roland B.

How to Tell What's Underground.

National Science Teachers Association, Washington, D.C.

Pub Date 72

Note—12p.

Available from—NSTA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14640, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Earth Science, *Environmental Education, Environmental Influences, *Geology, *Instructional Aids, *Instructional Materials, Science Activities, Science Education, Soil Science

Identifiers—National Science Teachers Association

Presented is a suggested instructional lesson based on important clues that lead to a better understanding of the kinds of materials that lie under and within the earth's crust. Comparing density of earth rocks to density of the whole earth, and accounting for the discrepancy, leads to awareness of the difference of materials of the earth's interior and its surface. Studying earthquake waves is a clue-finding effort providing information about the earth's interior. Clues leading to a better understanding of the earth's crust are provided by a simple pendulum bob, as well as heat flow, volcanic rock, and earthquake waves. (EB)

ED 077 649 SE 015 029

Rains, Ohren Willis

A Study of Teacher-Pupil and Pupil-Pupil Interaction Differences Between Inquiry Centered Science and Traditional Science in Elementary Schools.

Pub Date 70

Note—77p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,255 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, *Inquiry Training, *Peer Relationship, Science Education, Student Characteristics, *Student Teacher Relationship, *Teaching Methods, Verbal Communication

Identifiers—Research Reports

Reported is a study of teacher-pupil and pupil-pupil interaction differences between a traditional instruction method and an inquiry-centered learning method for 18 science classes at the fourth and fifth grade levels. Nine classes were assigned to the experimental group, and the remaining nine classes received a traditional program. Classroom activities were observed and recorded for evaluation. Analyses showed that the traditional method had significantly more teacher-pupil verbal interaction than did the inquiry-centered method. No significant differences were found in pupil-pupil interactions between the two groups, but boy-girl interaction was significantly higher within the experimental group. More interaction was exchanged between

teacher-boy or boy-teacher than between girl-teacher and teacher-girl. (Author/CC)

ED 077 650 SE 015 075

Russell, James Douglas

The Development of a Model for Designing Carrel Experiences for Science Students.

Pub Date 70

Note—72p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 71-11,350 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Carrels, Doctoral Theses, Educational Research, *Instructional Design, Instructional Materials, *Material Development, *Science Education, *Teaching Methods, Teaching Procedures

Identifiers—Research Reports

A description of the systems approach to designing of carrel experiences for science students is presented to provide a logical sequence and structure for instructional decisions. A brief historical discussion dating from 1961 and Postlethwait's work at Purdue University is given, and a rationale for the carrel approach is provided. The development of a carrel model is analyzed in connection with: (1) a format for stating behavioral objectives, (2) guidelines for constructing criterion test items, (3) an entry test for prerequisite competency evaluation, (4) criteria for selecting instructional strategies and media, (5) suggestions for student tryout of carrel activities, and (6) formulas for evaluating the carrel effectiveness. An alternative checklist for carrel evaluation is also suggested. Field testing of the developed model indicates that there are many ways of facilitating the development of carrel activities in the school system at all levels. Application of the model to other fields should be fulfilled by instructional developers. Further verification, detailed study, and tryout with a larger population are recommended. (Author/CC)

ED 077 651 SE 015 107

Wallace, Robert Clayton

Sex Education Knowledge, Verbal Interaction, and Attitudes: An Exploratory Study in High School Human Biology Classes.

Pub Date 70

Note—183p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-14,979 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Instruction, *Knowledge Level, Secondary School Science, Sex Differences, *Sex Education, *Student Attitudes, *Verbal Communication

Identifiers—Flanders Interaction Analysis, Research Reports

The purpose of this study was to evaluate factual knowledge changes, amounts of verbal interaction, and attitudinal changes that occurred in the area of sex education with three different groups of high school seniors. Group I consisted of 24 boys and girls, Group II of 28 girls, and Group III of 15 boys. Changes in factual knowledge were measured by two testing instruments: Sex Knowledge Inventory and A Venereal Disease Knowledge Inventory. Amounts of verbal interaction were evaluated by means of the Flanders Interaction Analysis, and changes in attitudes were measured by two instruments developed by the investigator. The results indicated that during a sex education unit of study, high school seniors in a mixed group (boys and girls): (1) do not learn significantly more factual knowledge, (2) do have more verbal interaction, and (3) do have a more liberal change in attitudes than those students in a segregated group (boys or girls). Based on the findings of this study, the author advocated the use of mixed classes in teaching sex education to high school seniors. (JR)

ED 077 652 SE 015 119

Reibling, Louis Albert

The Phantom Strikes: The Use of Simulation to Teach the Radiologic Technology Student to Radiograph the Gall Bladder.

Pub Date 72

Note—104p.; Ph.D. Dissertation, St. Louis University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,005 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—College Science, *Doctoral Theses, Educational Research, Higher Education, Instruction, *Radiologic Technologists, *Simulation, Student Ability, *Teaching Methods
Identifiers—Research Reports

The purpose of the study was to investigate the relationship between the extent to which an actual vocational setting is simulated in teaching and the competency of students in performing radiographic technique. The research design randomly placed the students, after a lecture on gall bladder technique, into one of three simulation treatments, varying in degree of sophistication. The students were evaluated on patient-care ability, technical ability, and organizational ability. These evaluations were conducted before the simulation, after the simulation, and 10 days later to test retention. The results indicated a significant difference between the technical and organizational ability scores of students subjected to the three different simulations. However, no significant difference was indicated among the patient-care ability scores. It was concluded that technical and organizational abilities of students are enhanced by more realistic simulation treatments, while patient-care abilities are not affected by varying degrees of simulation. Students retain for a 10-day period what they practice in simulation, but no simulation treatment is more effective in retention than any other. (JR)

ED 077 653 SE 015 165

Kornberg, Warren, Ed.

Science Selections. Accounts of Ongoing Scientific Research.

National Science Teachers Association, Washington, D.C.

Pub Date 72

Note—59p.

Available from—NSTA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 471-14632, \$0.20 minimum order of five copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Biological Sciences, Earth Science, Environmental Education, *Instructional Materials, Physical Sciences, *Research Projects, *Resource Materials, *Science Education, *Scientific Research, Secondary School Science

Identifiers—National Science Teachers Association

This publication is intended to present science teachers with an opportunity to communicate to students the idea that science is an ongoing and never-ending process. The booklet contains supplemental materials, valuable as enrichment materials. A selection of ongoing research in the biological sciences, physics and astronomy, oceanography, meteorology, paleontology, anthropology and the social sciences is presented. Additional readings associated with the work of the scientists involved in the research projects are included. The articles are a part of a coordinated package of materials designed to include film as well as text, originally prepared by Warren Kornberg of the National Science Foundation and authenticated by the scientists directly involved in the research. (EB)

ED 077 654 SE 015 368

Clark, George M., Ed.

Biological Sciences Curriculum Study Newsletter 49.

Biological Sciences Curriculum Study, Boulder, Colo.

Pub Date Nov 72

Note—28p.

Available from—BSCS Newsletter, P. O. Box 930, Boulder, Colorado 80302 (Free Subscription)

Document Not Available from EDRS.

Descriptors—*Biology, Churches, *Evolution, *Newsletters, *Religion, *Science Education, Science Teachers, Scientists, Values

Identifiers—Biological Sciences Curriculum Study

Presented is a discussion of the theory of evolution and the theory of creation as the bases for origin and development of life forms. Five articles entitled, Science, Biology, and Evolution; Evolution as the Central Theme of Biology; The BSCS Position on the Teaching of Biology; The

Nineteenth Century Revisited; and John Moore, Scientist or Creationist? explain different aspects of the recent dilemma between scientific position and the religious position on the origin of life. An attempt is made in these articles to assess the problem from a legal point of view. Some clarifications are made on misleading reports appearing in newspapers regarding the National Association of Biology Teachers activities related to the adoption of "Science Framework" materials. Information is also included about the resolutions adopted by the National Academy of Sciences and the Commission on Science Education of the American Association for the Advancement of Science favoring the biologists' position on evolution theory. (PS)

ED 077 655 SE 015 498

Information for Teachers (Including Classroom Activities), Skylab Student Project.

National Aeronautics and Space Administration, Washington, D.C.

Report No—EP-106

Pub Date Nov 72

Note—45p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, Aerospace Technology, Instructional Materials, Science Activities, *Science Education, *Space, *Student Projects, *Student Research, Student Science Interests

This program is intended to directly involve the educational community in space experiments, many of which can be related to existing curricula. Included in this first packet are: 1) a brief description of the Skylab Program and the National Science Teachers Association-National Aeronautics and Space Administration (NSTA-NASA) Skylab Student Program; 2) description of the experiment selection process for flight; 3) description of experiment performance; 4) summaries of each of the 25 national winning student experiments; 5) samples of the student proposals as submitted by the students; 6) related classroom activities. The descriptive portion of the booklet gives an impression of the working of "big" science as opposed to the kind of laboratory work most students are aware of. The experiment descriptions and classroom activities in some cases show the necessary integration of a number of sciences and the inclusion of engineering in carrying out projects in the complex environment of a space laboratory. (Author/EB)

ED 077 656 SE 015 656

Novak, Joseph D.

Facilities for Secondary School Science Teaching. Evolving Patterns in Facilities and Programs.

National Science Teachers Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—173p.

Available from—NSTA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Cloth \$15.00 Stock No. 471-14636, Paper \$12.50 Stock No. 471-14638, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Architectural Elements, *Facility Guidelines, Facility Requirements, Lighting Design, Science Education, *Science Facilities, Secondary Schools, *Space Classification, Student Teacher Relationship

A future-oriented report on secondary school science facilities is presented in this book by the National Science Teachers Association to provide assistance in school design. Exemplar facilities of more than 140 observed schools are analyzed in connection with the social influences on science education and the evolving patterns in technology, instructional programs, and student-staff relations. Detailed descriptions are made in terms of instructional space, construction requirements, and management of instructional materials. The trend toward flexibility is emphasized in dealing with aspects of acoustics, internal walls, visual considerations, room furnishings, student groupings, utilities, and safety. Individual learner's needs are described as a major criterion, and consultations with architects are taken into account. The findings are summarized into: 1) Location of science facilities, 2) Alternative ar-

range of facilities, 3) Laboratory furnishings, 4) Supply logistics, 5) Technological support, 6) Human environment, and 7) Community resource utilization. Besides illustrations, an annotated bibliography, a nomination form, and tables of environmental criteria are included in the appendices. The work of the Study Team was financially supported by the National Science Foundation. (CC)

ED 077 657 SE 015 658

Lowenthal, David Riel, Marquita

Environmental Assessment: A Case Study of New York City.

American Geographical Society, New York, N.Y.

Pub Date 72

Note—37p.; Publications in Environmental Perception No. 1

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Interaction Process Analysis, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

Identifiers—*New York City

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the first in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses of these milieus and interpret the resulting configurations of environmental traits. Observers, varying systematically in age, sex, occupation, education, and residential background, individually traversed a set of half-mile walks, selected to provide a representative array of local environments. Analysis of observer responses yielded a composite image of Midtown Manhattan as busy and bustling, rich and wealthy, fashionable and unfashionable, lively and alive, and crowded and depressed. The judgemental and perceptual differences among Midtown Manhattan observers—student nurses, college students, and architects—were also analyzed and explanations suggested for these differences in terms of their environmental and sociological backgrounds. Related documents are SE 015 659 - SE 015 665. (BL)

ED 077 658 SE 015 659

Lowenthal, David

Environmental Assessment: A Case Study of Boston.

American Geographical Society, New York, N.Y.

Pub Date 72

Note—51p.; Publications in Environmental Perception No. 2

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Interaction Process Analysis, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

Identifiers—Boston, Massachusetts

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the second in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Observers, varying systematically in age, sex, occupation, education, and residential background, individually traversed a set of half-mile walks, selected to provide a representative array of local environments. Analysis of observer responses yielded a composite image of Boston as essentially seedy (decayed, littered, grimy, and dreary), crowded, busy, and strongly idiosyncratic

(quaint, historic, colorful, and full of "atmosphere"). The judgmental and perceptual differences among Boston observers—medical technicians, secretaries, architects, and Boy Scouts—were also analyzed and explanations suggested for these differences in terms of their environmental and sociological backgrounds. Related documents are SE 015 658 through SE 015 665. (BL)

ED 077 659 SE 015 660

Lowenthal, David

Environmental Assessment: A Case Study of Cambridge, Massachusetts.

American Geographical Society, New York, N.Y. Pub Date 72

Note—50p.; Publications in Environmental Perception No. 3

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Interaction Process Analysis, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

Identifiers—*Cambridge, Massachusetts

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the third in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Observers, varying systematically in age, sex, occupation, education, and residential background, individually traversed a set of half-mile walks, selected to provide a representative array of local environments. Analysis of observer responses yielded a composite image of Cambridge as green, run down and messy, varied and different, busy and crowded, academic-residential, sometimes depressing and dull, and sometimes calm. The judgmental and perceptual differences among Cambridge observers—Boy Scouts, secretaries, housewives, and senior citizens—were also analyzed and explanations suggested for these differences in terms of their environmental and sociological backgrounds. Related documents are SE 015 658 - SE 015 665. (BL)

ED 077 660 SE 015 661

Lowenthal, David

Environmental Assessment: A Case Study of Columbus, Ohio.

American Geographical Society, New York, N.Y. Pub Date 72

Note—41p.; Publications in Environmental Perception No. 4

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Interaction Process Analysis, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

Identifiers—*Columbus, Ohio

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the fourth in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Observers, varying systematically in age, sex, occupation, education, and residential background, individually traversed a set of half-mile walks, selected to provide a representative array of local environments. Analysis of observer responses for Columbus (Ohio) show considerable disparity for a composite image—dull and

unexciting, interesting and pleasant, clean, new and old: new in being different from what it once was, old in retaining so many physical traces of a real or fancied past. The judgmental and perceptual differences among Columbus observers—male university students and local clubwomen—were also analyzed and explanations suggested for these differences in terms of their environmental and sociological backgrounds. Related documents are SE 015 658 - SE 015 665. (BL)

ED 077 661 SE 015 662

Lowenthal, David

Environmental Assessment: A Comparative Analysis of Four Cities.

American Geographical Society, New York, N.Y. Pub Date 72

Note—68p.; Publications in Environmental Perception No. 5

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, *Comparative Analysis, Eidetic Images, *Environment, *Perception, Response Mode, Semantic Differential, *Urban Areas, Values

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the fifth in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Interurban comparisons are presented in the form of separate analyses based, in turn, on each of the principal modes of observer response—free descriptions, selections of significant questionnaire attributes, and judgments of environmental attribute pairs. Each of these response-type sections is divided into subsections dealing with the various parameters of environmental differentiation—cities, specific milieus, observer groups, and environmental attributes—followed by synopses describing the uniquely apperceived characteristics of each of the four cities and their differences from one another. Finally, the various facets of the enterprise are summarized in a concluding section, which combines all modes of environmental response into a general statement on urban resemblance and difference. Related documents are SE 015 658 - SE 015 665. (BL)

ED 077 662 SE 015 663

Lowenthal, David Riel, Marquita

Structures of Environmental Associations.

American Geographical Society, New York, N.Y. Pub Date 72

Note—27p.; Publications in Environmental Perception No. 6

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—*Association (Psychological), Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Organization, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

A project undertaken to advance the systematic analysis of public response, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the sixth in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Interrelationships among environmental judgments and preferences is the subject of this report. It was found that many types of statistical analyses—phi correlation matrix, diagrammatic extrapolations, and factor analysis—reveal sets of consistent patterns among judgments about the characteristics of various urban milieus.

Structures of environmental association appear to be of two kinds. One kind comprises connectivities that are universal, in the sense they are powerful in all milieus and for all types of observers. The second kind involves connectivities whose character and strength diverge strongly from place to place or from observer to observer. Thus, the degree of universality and strength in mental structures generated by environmental experience varies with person and place. Related documents are SE 015 658 - SE 015 665. (BL)

ED 077 663 SE 015 664

Lowenthal, David Riel, Marquita

Milieu and Observer Differences in Environmental Associations.

American Geographical Society, New York, N.Y. Pub Date 72

Note—37p.; Publications in Environmental Perception No. 7

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—*Association (Psychological), Attitudes, Behavioral Sciences, *Case Studies, *Comparative Analysis, Eidetic Images, *Environment, *Perception, Response Mode, Semantic Differential, Urban Areas, Values

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the seventh in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. This paper explores the distinctive patterns, disclosed by divergent and unique correlations of environmental judgments, found in each of the cities and observer groups. Attribute combinations significant to all cities as well as those which contribute most, and in what ways, to differentiate cities are described. Since cities differ from one another not only in the ways their environments are judged, in some respects similar, in other's quite divergent, this dualism is also true of environmental configurations in the minds of urban observers. However, the linkages of environmental association that characterize types of observer groups are less numerous, less statistically significant, and less structurally consistent than those that differentiate urban milieus. Related documents are SE 015 658 - SE 015 665. (BL)

ED 077 664 SE 015 665

Lowenthal, David Riel, Marquita

Environmental Structures: Semantic and Experiential Components.

American Geographical Society, New York, N.Y. Pub Date 72

Note—48p.; Publications in Environmental Perception No. 8

Available from—American Geographical Society, Broadway at 156th Street, New York, New York 10032 (\$2.50 each or \$12.50 for the set of 8)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavioral Sciences, *Case Studies, Eidetic Images, *Environment, *Experience, *Organization, *Perception, Response Mode, *Semantic Differential, Urban Areas, Values

A project undertaken to advance the systematic analysis of public responses, attitudes, opinions, preferences, and values relating to the environment is discussed in this report, the eighth in a series of eight. The reports fall into two general categories: five describe and compare responses to representative milieus in New York, Boston, Cambridge (Massachusetts) and Columbus (Ohio), together with a comparative analysis of the four cities; the remaining analyze the relationships among responses to these milieus and interpret the resulting configurations of environmental traits. Along with direct environmental experience, linguistic modes of expression also influence what people respond to and how they respond to it, as analyzed in this report. It is shown that both environmental experience and purely semantic responses reveal mental struc-

tures comprising clusters of attributes that shape many of our views of the world. Among strongly evidenced configurations independent of milieu, those that derive from actual observation overlap considerably with those generated by semantic response. But while language at times reinforces environmental experience, at other times the two are opposed. The differences help to show how and explain why the way we think we see the world is in many respects not the way we actually do see it. Related documents are SE 015 658 - SE 015 664. (BL)

ED 077 665 SE 015 701

Smith, Robert Francis

A Diagnostic Study of Pupil Performance on a Test of Skills Relevant to the Mastery of Place-Value Tasks.

Pub Date 72

Note—173p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-20,597 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Diagnostic Tests, Doctoral Theses, *Elementary School Mathematics, Evaluation, Grade 2, Instruction, Mathematics Education, *Number Concepts, *Research, Test Construction

Identifiers—Research Reports

The purpose of this study was to identify those skills relevant to the mastery of place-value tasks involving hundreds, tens, and ones that are difficult for primary grade children. A place-value mastery test and five diagnostic tests were written by the researcher, validated by specialists and pilot tested to improve reliability. They were then administered to 323 second-grade pupils in four schools which were chosen to provide a wide range of mathematics ability. It was found that the sample could be divided into 235 high achievers and 88 low achievers such that the mean scores of the first group were significantly higher than the second group on all tests. There was a significant relationship between the mastery tests and the diagnostic tests in both groups, but it was stronger in the group of low achievers. The subordinate skill of exchanging tens for ones, and ones for tens, and naming the same number in different ways was difficult for both groups. (MM)

ED 077 666 SE 015 766

Revak, Robert Stephan

On Redefining "Science" and "Technology" in Educational Objectives.

Pub Date 72

Note—176p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,912 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Abstract Reasoning, Definitions, Doctoral Theses, *Educational Research, Philosophy, *Science Education, *Sciences, Scientific Enterprise, Social Influences, *Technology, Theories

Identifiers—Research Reports

A new philosophy for science and technology is initiated in this paper for educational purposes. Cattell's theory of fluid and crystallized intelligence is analyzed. Science is described as a loose process of rejecting conjectures with temporarily accepted emerging ones used as alternative ways of explaining phenomena. The emerging conjectures have the nature of developing toward points of crystallization when not rejected. Technology is equated with crystallized intelligence, science with the development of fluid intelligence. The philosophy for education is thus referred to by linking the act of communicating with science through the development of fluid intelligence. The author points out that such a philosophy is responsive to an everchanging societal situation. This paper is an attempt to provoke fluidity and initiate some act of communicating with the reader. A series of responses between the author and his committee members is also presented. (Author/CC)

ED 077 667 SE 015 767

Ste-Marie, Louis

Effects of a Flexible Approach to High School Physics on Classroom Social Climate.

Pub Date 72

Note—241p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-31,048 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Class Activities, Doctoral Theses, *Educational Objectives, Educational Research, *Flexible Classrooms, *Physics, Science Education, *Secondary School Science, Teaching Styles

Identifiers—Project Physics, Research Reports

A study of effects of teaching Project Physics (PP) on classroom social climates was made among a national random sample of classes. The population, divided into the experimental and control groups, included all classes with the same course, either PP or other physics courses, taught over a period from 1967 to 1970. Classroom climates were determined in 1967 and 1970 by factors selected from the revised "Learning Environment Inventory." Analyses showed that PP students shared more responsibility for class activity organization, were given more freedom in individual and small group study, and had a better access to materials. The work-place and difficulty of the course were not sensibly different between the two groups. Teachers in PP became more sensitive to student's diversity. Moreover, effects of PP flexibility were found to be more related to available activities and materials than to teachers' understanding of the PP objectives. Physics instruction changes did not efficiently result in improvement of student's learning environment both in PP and other physics courses, unless the teacher was brought to a full understanding and supported to fulfill the course objectives. (Author/CC)

ED 077 668 SE 015 768

Whitaker, Robert John

Teaching Practices in Introductory Physics Courses in Selected Oklahoma Colleges.

Pub Date 72

Note—108p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-29,918, MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Classroom Communication, *College Science, *Course Objectives, Doctoral Theses, Educational Research, *Physics, Questioning Techniques, Science Education, Teacher Characteristics, *Teaching Methods

Identifiers—Research Reports

A study of the objectives and teaching practices of an introductory college physics course was conducted by personally interviewing 24 instructors in six Oklahoma colleges and universities and audiotaping their 45 classes. The instructors' questions in classes were cross-classified by type and purpose. The question-types included directive, leading, divergent, convergent, and rhetorical; the question purposes were defined primarily on the basis of Bloom's taxonomy. The time spent on lecture, problem solution, formula derivation, and demonstrations was also determined. Course goals and classroom questions were compared: 1) between the state colleges and universities, 2) among courses designed for different types of students, and 3) among instructors with different years of teaching experience. Data obtained showed the presence of a contrast between instructor's stated goals and real life actions. An historical description of professional association concerns about the two problems was also presented. (CC)

ED 077 669 SE 015 769

Ohm, Kenneth Ronald

An Analytical Study of the Preparation of Community College Physics Teachers.

Pub Date 72

Note—120p.; Ed.D. Dissertation, University of Wyoming

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 72-32,795 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—College Science, *College Teachers, *Community Colleges, *Curriculum Development, Doctoral Theses, *Physics, Science Education, *Teacher Education

Identifiers—Research Reports

Reported is a study of the type and nature of course offerings, student teaching practices, in-

ternships, and industrial experiences for the purpose of developing a curriculum necessary for adequate preparation of community college physics teachers. Similar questionnaires were submitted to participants of the 1968 and 1971 summer institutes held at the University of Wyoming and to a random sample in the United States in winter, 1971. Results obtained showed that attitudes toward professional preparation were comparable among the three groups. Particular education and psychology courses were not recommended by most surveyees, but a course of Recent Developments in Physics Education and one in Methods of Research were desirable. General Physics, Modern Physics, Electricity and Magnetism, Biology, Chemistry, Mathematics, English, and History were considered important. Courses in Astronomy, Advanced Mechanics, Quantum Mechanics, and Electronics Laboratory should be included. A one-semester internship was necessary. Such three phases as general education, professional preparation, and teaching specialty were recommended. Suggestions for graduate programs were also given. (CC)

ED 077 670 SE 015 772

Weybright, Loren Dean

Developmental and Methodological Issues in the Growth of Logical Thinking in Adolescence.

Pub Date 72

Note—236p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,957 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Behavior Development, *Behavior Theories, Doctoral Theses, *Educational Development, *Educational Research, Learning, Learning Theories, *Logical Thinking, Student Development

Identifiers—Piaget (Jean), Research Reports

The 30 sixth and 30 ninth grade students, all of whom attended one rural school district in central Illinois, not only displayed a wider variety of behaviors than reported in the Inhelder and Piaget study (1958) investigating the development of logical thinking in children, but the behavioral components served to fill significant gaps in the description reported in the original study. The main Piagetian descriptions of the stages of cognitive development under investigation were supported by the findings of the study. The focus was on (1) developmental problems relating to the transition between the concrete and formal operational stages, and (2) methodological problems in operationalizing Inhelder and Piaget's stage classification procedures. The inter-rater reliability coefficient, obtained from a comparison of the independent stage classifications of the two judges was .96 and .98 for the ratings on the chemicals and balance tasks (the two Piagetian tasks administered to each subject) respectively. It was concluded that the classification system could be used objectively by an independent judge. The extensive training period required for the rater did imply that further simplification of the procedures would be useful. (EB)

ED 077 671 SE 015 802

von Puttkamer, Jesco, Ed. McCullough, Thomas J., Ed.

Space for Mankind's Benefit.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-SP-313

Pub Date 72

Note—454p.; Proceedings of a space congress, Huntsville, Alabama, November 1971

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.50)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Aerospace Technology, *Conference Reports, Environmental Education, Foreign Relations, Science Education, *Science Materials, *Scientific Research, *Space Sciences

Presented are the proceedings of the first international Congress on "Space for Mankind's Benefit" organized by the Huntsville Association of Technical Societies and held November 15-19, 1971, at Huntsville, Alabama. Following introductory statements, a total of 45 articles read

in 10 sessions are incorporated. The session headings are: Man in Near-Earth Space—Concepts, Logistics, Operations; Fundamental Benefits of the Space Program; Benefits of Orbital Surveys and Space Technology to Environmental Protection; Earth Resources Observations Through Orbital Surveys; Benefits to Telecommunications, Navigation, and Information Systems; Meaning of Space to the Natural Sciences; Space Manufacturing Benefits; Benefits to Future Power Generation and Energy Production; General Technology Utilization in the Public Sector; and Social Benefits and International Cooperation Through Space. Information on application of space technology to medicine, medical research, and health care is dealt with by the session "Benefits to Medicine, Medical Technology and Biotechnology." Also included are a list of participating societies and associations, a report on the forum discussion, and the names of session chairmen. (CC)

ED 077 672

SE 015 814

Lapp, Douglas M.

Producing Elementary School Science Materials Through Community Industry.

Pub Date Apr 72

Note—16p.; Prepared for the National Science Teachers Association Convention, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Community Resources, *Educational Innovation, *Elementary School Science, Program Descriptions, Program Development, *School Community Cooperation, *Science Education

Identifiers—Elementary Science Study

This report describes the strategy adopted by the Fairfax County Public Schools (Virginia) for the implementation of Elementary Science Study (ESS) materials in its schools. A plan was prepared for the implementation: (1) inservice teachers were given training in the use of ESS kits and motivated to use these effectively, and (2) an Instructional Materials Processing Center was established which employed community people on a part-time basis to construct and replenish old ESS kits for use in classrooms. Costs of ESS kits were reduced in most cases, and employment opportunities were provided for the community and students. The number of teachers using the ESS materials in classrooms has increased considerably. The actual use of these materials in classrooms can be measured by the fact that these kits were provided to only those teachers who had shown any interest in the materials and training workshops. (PS)

ED 077 673

SE 015 897

Funkhouser, G. Ray

Workshop on Goals and Methods of Assessing the Public's Understanding of Science, November 29 and 30, 1972, Palo Alto, California.

Pennsylvania State Univ., University Park. Materials Research Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—NSF-GM-35058

Pub Date 26 Jan 73

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Cultural Environment, Information Needs, *Mass Media, Public Affairs Education, *Public Opinion, Public Policy, *Scientific Enterprise, *Scientific Literacy, Workshops

Descriptions are included to illustrate the workshop objectives, participants, agenda, and sessions. The five sessions were concerned with the following aspects: (1) "Why Public Understanding of Science at All?" (2) "What Publics Should Understand What Science, for What Reasons?" (3) "The Experiences (including problems) of Science Communicators;" and (4) "What are the Most Important Research Questions Which Could Guide Public Understanding of Science Activities?" Five papers distributed to participants prior to the conference are included in appendices with headings: Public Understanding of Science: The Data We Have; Problems, Publics, and Stages of Development in Public Understanding of Science; Why Should the Public "Understand" Science? Public Understanding of Science: The Problems and the Players; and The Obstinate Audience. Also contained is an agenda of the conference. (CC)

ED 077 674

SE 015 930

Scottish Schools Science Equipment Research Centre, Bulletin No. 61, February 1973.

Scottish Schools Science Equipment Research Centre, Edinburgh.

Pub Date Feb 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Biology, *Developed Nations, Equipment, Laboratory Equipment, *Newsletters, Physics, *Resource Materials, Science Education, *Science Equipment, *Secondary School Science

Identifiers—Scotland
This bulletin of the Scottish Schools Science Equipment Research Centre provides information to teachers regarding the use of newly produced equipment such as an economical soldering iron, nickel cadmium cell, and a desk calculator. Useful information is also included for teachers on the use of electric coils and bicarbonate indicators. A detailed description of a new design for a perspex sheet bender is provided along with a simple but intriguing center-of-gravity device which can be used by teachers in workshops. Addresses of selected scientific instrument manufacturers in England are also included. (PS)

ED 077 675

SE 016 013

Report on the Work of the United Nations Conference on the Human Environment and Its Implications for UNESCO. Item 13.3 of the Provisional Agenda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Oct 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Conference Reports, *Environment, International Organizations, *International Programs, Program Descriptions, Relationship

Identifiers—UNESCO
Activities, programs, and recommendations emanating from the United Nations Conference on the Human Environment are reviewed in this report in light of their relationship to the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Detailed accounts of the implications of the Conference for UNESCO's activities as a whole were felt to be premature at the present time. Therefore, highlights of Conference recommendations which are relevant to one or more aspects of the Organization's programs or concerns are given. These include: The Man and the Biosphere Programme, International Hydrological Decade, Oceanography, Natural Hazards, Social Sciences, Protection of the World Cultural and Natural Heritage, Education and Training, Public Information, and Scientific and Technical Information. Overall, UNESCO has conducted many activities in the environmental field, but most of them have been concentrated in the science sector. Thus, it was concluded, a major effort should be made in the direction of interdisciplinary action with the cooperation of other sectors—physical, biological, social, educational, and cultural. Appended material lists recommendations on international organizational implications of action proposals with particular reference to the establishment of a Governing Council for Environmental Programmes and an Environment Fund. (BL)

ED 077 676

SE 016 024

Lea, Sperry Webley, Simon

Multinational Corporations in Developed Countries: A Review of Recent Research and Policy Thinking.

British - North American Committee, Washington, D.C.

Spons Agency—British - North American Research Association, London (England); National Planning Association, Washington, D.C.

Report No—BN-8

Pub Date 73

Note—80p.

Available from—National Planning Association, 1606 New Hampshire Avenue, N.W., Washington, D.C. 10009 (\$2.00)

Document Not Available from EDRS.

Descriptors—Developed Nations, Development, *Economic Research, *Foreign Relations, *International Organizations, Operations Research, *Policy, *State of the Art Reviews

Identifiers—Canada, Europe, United Kingdom, United States

The present state of multinational corporations (MNC) in North America and Europe is described and commented upon in this study. Specifically, it reviews serious research and policy thinking by private and official bodies in the United States, Canada, the United Kingdom, and on the continent of Europe. It concentrates on the major issues arising from the operations of MNCs in developed countries only, acting either as parent or host countries. In reality, MNCs are few (about 300), distinguished by size, foreign operations, and locus of decision-making. In practice, great variety exists and includes companies, firms, corporations, and enterprises that are multinational, international, supranational, and transnational. American interests have studied the nature and behavior of MNCs, the interaction of MNCs with governments, and the economic impact of U.S. MNCs on the United States. Canada, in contrast, has developed a host-country perspective, measuring MNCs by the degree of foreign ownership and control of major industrial sectors. The United Kingdom, however, has been both a host and parent country and the scale of inward and outward private investment has fluctuated periodically. Lastly, MNCs in Europe have not appeared to pose problems for any nation-state at the present time. (BL)

ED 077 677

SE 016 034

Tombaugh, Dorothy

Biology for the Blind.

Euclid City Schools, Ohio.

Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.

Pub Date 73

Note—75p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Biology, *Blind, *Blind Children, Resource Materials, Science Education, Secondary School Science, Special Education, Teaching Guides, *Teaching Methods, *Teaching Techniques

This manual provides advice and guidance to teachers of biology who may have blind children in a class of students with normal sight. The author stresses that in the objectives of high school biology curricula, there is no goal that is beyond the reach of a blind person. The first section provides suggestions for assisting blind students under the following headings: class orientation, laboratory assistants, classroom procedures, tests and equipment, and techniques. The second section is a Teacher's Guide to Biological Sciences Curriculum Study (BSCS) Version High School Biology for Blind Students. Here the author gives specific suggestions and advice on techniques which enable the blind student to take a fully active role in laboratory investigations. Also listed are supplementary readings in biology (available as recordings), supplementary biology materials, and sources of materials for the blind. (JR)

ED 077 678

SE 016 035

Blankendaal, M. And Others

Growing Plants Without Soil for Experimental Use.

Agricultural Research Service (DOA), Washington, D.C.

Report No—Misc-Pub-1251

Pub Date Dec 72

Note—20p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Stock No. 0100-02657, \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Sciences, *Controlled Environment, *Culturing Techniques, Experiments, *Guidelines, Instructional Materials, *Methods, *Plant Growth, Plant Science

Much of the current research in experimental plant biology requires highly uniform plants. To achieve this, many plants are grown under conditions in which the environment is carefully manipulated. This pamphlet has been prepared, therefore, to present and describe growth procedures which will produce vigorous, healthy, uniform plant material in regulated environments for experimental purposes. The publication is intended for those with some knowledge of plants who want to grow one or more species for experimental purposes, for demonstrations in schools, or for science projects where limited facilities are available. Topics discussed include: (1) control of

environment--greenhouses, growth chambers, and seed germinators, (2) factors for plant growth--light, temperature, relative humidity, growth media, and nutrition, (3) germination of seed--two methods, (4) transplanting, (5) culture techniques--containers, aeration, subirrigation, and nutrient solution, and (6) techniques for specific plants. An index to more than 50 plants mentioned in the text is also given. The techniques and equipment described are those used at the Metabolism and Radiation Research Laboratory, Fargo, North Dakota. (BL)

ED 077 679 SE 016 036

Pratt, James

Excerpt From the AIA Environmental Education Guidebook.

American Inst. of Architects, Washington, D.C.

Pub Date Mar 70

Note--110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Annotated Bibliographies, Audiovisual Aids, Design, *Environmental Education, *Guides, *Information Sources, Instructional Materials, Programs, Projects, Resources, *Visual Environment

Concern for the deteriorating visual environment of our cities has prompted the American Institute of Architects (AIA) to make a concerted effort in educating the public to understand the nature of environmental design. Professional environmental designers and educators alike must promote environmental education as one way of achieving a satisfactory visual environment. This resource guide and bibliography attempts to provide a spectrum of viewpoints and makes no attempt to be all inclusive. It is designed primarily for teachers to assist them in educating students about environmental problems and to develop environmental awareness. Part One is an annotated bibliography of AIA projects and programs together with state and community projects. In addition to a short resume, the organization's name and address are noted as well as the appropriate grade level in which it may be used. An annotated bibliography of materials constitutes Part Two. Items include informational sources, instructional materials, kits of classroom materials, student resource books, activity resource books, teacher resource books, periodicals, films, and filmstrips. A project index and instructional materials index conclude the work. (BL)

ED 077 680 SE 016 090

Directory of Environmental Organizations for Alaska, Idaho, Oregon, Washington, and the Province of British Columbia, February 1973.

Environmental Protection Agency, Seattle, Wash.

Pub Date Feb 73

Note--58p.

Available from--Environmental Protection Agency, 1200 Sixth Avenue, Seattle, Washington 98101 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Action Programs (Community), *Directories, *Environment, Indexes (Locators), *Organizations (Groups), Reference Materials, Regional Programs

Organizations dedicated to protecting the environment through on-going, active programs are listed in this directory. Prepared by Region 10 of the Environmental Protection Agency to serve Alaska, Idaho, Oregon, Washington, and the Province of British Columbia, the volume is an update of a 1972 edition. Generally included are: the name of the organization; name, address, and telephone number of the person to contact for further information about the organization and its programs; number of members as reported by the organization; and a brief statement on the goals and purposes pursued and the specific interests, programs, and activities of the organization. Additional lists enumerate professional staff members, northwest environmental defense centers, student groups, state and provincial environmental agencies, air pollution control agencies, and congressional delegates, all indigenous to the region. (BL)

ED 077 681 SE 016 091

Council of Europe News-Letter 1/73.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 73

Note--25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Adult Education, *Comparative Education, *Education, *Educational Change, Educational Philosophy, Elementary Education, International Education, Secondary Education Identifiers--Council of Europe, Europe

The first article of this newsletter reports extracts from a speech discussing the purpose of education. The remaining articles written in English cover adult education, reform of elementary and secondary education, teachers' working hours, and university growth and employment of graduates. Five of the articles in the newsletter are in French. (DT)

ED 077 682 SE 016 093

Goldin, Gerald A. Luger, George F.

Artificial Intelligence Models for Human Problem Solving.

Pub Date Feb 73

Note--77p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Cognitive Development, Learning, *Learning Theories, Mathematical Models, *Mathematics Education, *Problem Solving, *Research, Thought Processes

A theory that there is a correspondence between Piagetian conservation operations and groups of symmetry transformations, and that these symmetry transformations may be used in explaining human problem solving behaviors, is developed in this paper. Current research in artificial intelligence is briefly reviewed, then details of the symmetry transformation theory are given along with examples of its application. The Tower of Hanoi Problem is extensively analyzed as an illustration of the theory. (DT)

ED 077 683 SE 016 109

Milson, James L.

Attitude Change as a Result of a Short Course on Environmental Quality.

Pub Date 28 Mar 73

Note--14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Attitude Tests, *Changing Attitudes, *Environment, *Reports, Research, *Secondary School Teachers, *Short Courses, Tables (Data)

This study was conducted to determine what attitude changes take place in a group of secondary school teachers as a result of participation in a short course on the environmental problems of air pollution, water pollution, noise pollution, population problems and the use of natural resources. A secondary purpose was to determine if the teachers perceived the course structure as an effective method for presenting environmental topics. Participants, 43 in the experimental group and 45 in the control group, were given two questionnaires relating to environmental attitudes and environmental management. Examination of resulting data by analysis of variance indicated a statistically significant change in responses occurring for 18 of the 30 items on the questionnaire dealing with environmental attitudes, and for 25 of the 30 items on the questionnaire dealing with environmental management. In the third aspect, the structure of the course was perceived as highly acceptable by the participants. The three evaluation instruments and tables of group responses are appended. (BL)

ED 077 684 SE 016 121

Hoduski, Bernadine E., Comp.

Environmental Services (Bibliography), January 1973 (Revised).

Environmental Protection Agency, Kansas City, Mo.

Pub Date Jan 73

Note--25p.

Available from--Environmental Protection Agency, 1735 Baltimore, Kansas City, Missouri (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Bibliographies, *Environment, Indexes (Locators), *Information Systems, Programs, Publications, Reference Materials, *Services

Identifiers--*Environmental Protection Agency

This bibliography of environmental services is designed for general orientation and not intended

as a comprehensive listing. Reference is made only to information systems initiated by the Environmental Protection Agency (EPA) or those which contain reference to EPA services. The booklet is divided into three sections: (1) EPA information systems, (2) other government agencies information systems which include EPA publications, and (3) non-government information systems which include EPA publications. Major topics covered are air, noise, water, radiation, solid waste, pesticides, permits, environmental impact statements, and general. Information in each section includes program name, publications available through that program, computer services of the program, and the sources from which publications and services may be obtained. (BL)

ED 077 685 SE 016 124

McKillop, William D.

Matching.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation. Spons Agency--Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No--PP-10

Bureau No--BR-5-0250

Pub Date Jul 69

Contract--OEC-6-10-061

Note--59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Curriculum, Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Instruction, *Instructional Materials, Mathematics Education, *Number Concepts, Preschool Curriculum, *Preschool Education

One of a series of experimental units for preschool children, this unit deals with basic number concepts. The booklet includes a short discussion of mathematical background, an outline of the unit, a discussion of the objectives, and sequences of learning activities for the children. The appendices contain worksheets used in the unit. For other units in this series, see SE 016 125 through SE 016 129. (Author/DT)

ED 077 686 SE 016 125

McKillop, William D.

Developing and Evaluating "Patterns".

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency--Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No--TP-13

Bureau No--BR-5-0250

Pub Date Jul 70

Contract--OEC-6-10-061

Note--48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Curriculum, Curriculum Development, *Curriculum Evaluation, Early Childhood Education, *Elementary School Mathematics, Instruction, Mathematics Education, Preschool Curriculum, *Preschool Education, *Research

This document reports the development and evaluation of "Patterns," a unit in the Preprimary Mathematics Program developed within the University of Georgia Research and Development Center in Early Educational Stimulation. An attempt was made to determine the appropriateness of the activities in the unit for children three, four, and five years of age, the instructional time required for the unit, and the degree to which the objectives of the unit were accomplished. Results showed that the unit was teachable and successful in accomplishing the goals of instruction; the time taken for the unit varied with different age groups. For the unit "Patterns," see SE 016 129; for the other units in this series, see SE 016 124 through SE 016 128. (DT)

ED 077 687 SE 016 126

Robinson, Edith G.

Shadow Geometry Project.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency--Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No--PP-18

Bureau No--BR-5-0250

Pub Date Jun 69

Contract--OEC-6-10-061

Note--38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, *Geometric Concepts, Instruction, *Instructional Materials, Mathematics Education, Preschool Curriculum, *Preschool Education

This experimental unit concerned with geometric concepts is one of a series being developed for preschool students. In this unit, children are to learn to predict shapes which could be the projections of other shapes. Five lessons are provided and detailed directions are specified; materials for a test on the subject matter are also included. For other documents in this series, see SE 016 124 through SE 016 129. (DT)

ED 077 688 SE 016 127

Mahaffey, Michael L.
Geometry.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—PP-27

Bureau No.—BR-5-0250

Pub Date Aug 69

Contract—OEC-6-10-016

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Geometric Concepts, Instruction, *Instructional Materials, Mathematics Education, Preschool Curriculum, *Preschool Education

One of a series of experimental units for children at the preschool level, this booklet deals with geometric concepts. A unit on volume and a unit on linear measurement are covered; for each unit a discussion of mathematical objectives, a list of materials needed, and a sequence of learning activities are provided. Appendices include student worksheets and patterns for geometric models. For other documents in this series, see SE 016 124 through SE 016 129. (DT)

ED 077 689 SE 016 128

McKillop, William D.

Counting.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—PP-28

Bureau No.—BR-5-0250

Pub Date Sep 69

Contract—OEC-6-10-061

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Instruction, *Instructional Materials, Mathematics Education, *Number Concepts, Preschool Curriculum, *Preschool Education

Part of a series of experimental units for students at the preschool level, this unit is designed to develop number concepts through counting. A short discussion of the mathematical background, an outline of the unit, a discussion of the objectives, a list of materials needed, and sequences of learning activities for the children are included. The student's workbook is included in the appendix. For other documents in this series, see SE 016 124 through SE 016 129. (Author/DT)

ED 077 690 SE 016 129

McKillop, William D.

Patterns.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—PP-32

Bureau No.—BR-5-0250

Pub Date Dec 69

Contract—OEC-6-10-061

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, Early Childhood Education, *Elementary School Mathematics, Instruction, *Instructional Materials, Mathematics Education, *Number Concepts, Preschool Curriculum, *Preschool Education

One of a series of experimental units for preschool children, this unit deals with patterns and number concepts. The mathematical background, the organization of the unit, and the objectives are discussed; a list of materials is provided; and directions are given for a sequence of learning activities. For the document reporting the development and evaluation of this unit, see SE 016 125; for other units in this series, see SE 016 124 through SE 016 128. (DT)

ED 077 691 SE 016 130

Clausen, Bernard L. Iverson, Russ L.

Environmental Quality and the Citizen. A Teaching Guide for Adult Education Courses Related to the Environment.

Soil Conservation Society of America, Ankeny, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [73]

Grant—OEG-071-4589

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Citizen Participation, Community Resources, Course Content, Ecology, *Environmental Education, Instructional Materials, *Lesson Plans, Natural Resources, *Teaching Guides

This guide was written to aid the organization of an adult education course on the environment. Each of the ten sessions in the guide is an independent unit—to be used as such or to be interchanged with other sessions. Topics or units are titled: Environmental Quality—Everyone's Responsibility; Land and Space Resources; Population Stress and Its Implication; Energy Needs of Society; Production—Consumption Patterns; Perspective on Pollution; Food and Fiber; Water Resource Management for All; Cultural and Recreational Needs; and Environmental Quality for You. Each unit is composed of four parts: (1) objectives—behavioral objectives developed to give direction to the session, (2) background information—a brief textual statement designed as a point of departure for classroom presentations and discussions, (3) teaching activity—a different type of teaching technique for each session, designed to involve the class in discussion of environmental areas of concern and to seek possible solutions, and (4) references. In addition, a list of general course objectives and a bibliography related to natural resources and environment are provided. (BL)

ED 077 692 SE 016 131

Huschke, Ralph E., Ed.

Glossary of Terms Frequently Used in Air Pollution.

American Meteorological Society, Boston, Mass.

Pub Date 68

Note—41p.; 1972 Reprint

Available from—American Meteorological Society, 45 Beacon Street, Boston, Massachusetts 02108 (Pub. Gap-100, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Pollution Control, *Definitions, Earth Science, *Environment, Environmental Influences, *Glossaries, *Meteorology, Reference Materials, Space Sciences, Word Lists

Compiled in this glossary are 275 terms related to air pollution and meteorology. Definitions are designed to be understandable by the non-scientist yet sufficiently technical to satisfy professional requirements. Many terms are extracted from the "Glossary of Meteorology" published by the American Meteorological Society. (BL)

ED 077 693 SE 016 132

A New Environmental Ethic. Texas State Plan for Environmental Education.

Texas Advisory Council on Environmental Education, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Mar 73

Grant—OEG-0-71-4638

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, Educational Programs, *Environmental Education, *Master Plans, Organization, *State Programs
Identifiers—*Texas

This State Plan for Environmental Education, proposed by the Texas Advisory Council on Environmental Education, is designed to promote a greater public awareness and understanding among Texas citizens of their relationships with and dependence upon the natural and man-made environments. Such an awareness should foster an ability to comprehend and evaluate the total costs of proposed trade-offs between environmental quality, continued economic growth, and standards of living. The plan calls for coalescing the resources and capabilities of the communities, educational institutions, environmental organizations, governmental bodies, and industries to provide essential educational services. Goals and objectives of the plan are expressed, together with the operational structure and time-phase sequence of implementation. The status, functions, and makeup of participating sectors in the program are also described. (BL)

ED 077 694 SE 016 139

Youth Station Guidelines for Use.

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date [73]

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Elementary Grades, Environmental Education, Guidelines, *Outdoor Education, *Program Descriptions, *Residential Programs, *Supplementary Educational Centers

The Tennessee Valley Authority has established a Youth Station in the Land Between the Lakes area of Kentucky for the purpose of providing curricular activities in the out-of-doors. The facilities and associated curriculum patterns are designed primarily to accommodate a resident program of outdoor and environmental education experiences. To assist teachers and administrators in using the area and program, this handbook offers guidelines for developing an environmental education program and logistics for use of the Youth Station. Part One explains a resident environmental education program, indicating items related to program planning, pre-site and post-site activities. Part Two enumerates facilities, instructional aids, health and safety considerations, resident fees, and policies regarding staff and facilities. Appended material compiles a suggested clothing list, sample duty chart and daily schedule, sample programs, and a bibliography. (BL)

ED 077 695 SE 016 140

Bear Creek, Alabama - Teachers' Workshop in Environmental Education (Hodges, Alabama, June 14-18, 1971).

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date Jun 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary Grades, Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, Natural Resources, *Outdoor Education, *Secondary Grades

An outdoor education workshop, initiated at the request of teachers in the Bear Creek Watershed area (Alabama), was conducted through a cooperative effort of local agencies and offices of the Tennessee Valley Authority. The purpose of the workshop was to demonstrate to the teachers how the outdoors can be utilized to introduce, strengthen, and emphasize concepts of the school curriculum. Methods and techniques for teaching in the out-of-doors were identified for the following curriculum areas: science, language arts, social studies, creative arts, and mathematics. Lesson plans, developed by the teachers during the workshop and related to the above curriculum areas are compiled in this booklet. In general they specify: subject category, contributor's name, title of activity, grade level, major concept, purpose and objectives, materials required, procedures to follow, vocabulary words, related activities, resources, and evaluation. Lists of resource personnel and participants, the workshop schedule, and a reference list of books, pamphlets, and films supplement the lesson plans. (BL)

ED 077 696 SE 016 141

Murray State University - Teachers' Workshop in Environmental Education (Youth Station, Land Between the Lakes, August 8-14, 1971).

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date Aug 71

Note—62p.; Pages 37-39 missing

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, Natural Resources, Outdoor Education, *Secondary Grades

Lesson plans, developed by teachers in an environmental education workshop, are compiled in this booklet. Curriculum areas covered by the plans include science, language arts, mathematics, social studies, art, recreation, and health. In general they specify: subject category, contributor's name, title of activity, grade level, major concept, purpose and objectives, materials required, procedures to follow, vocabulary words, related activities, resources, and evaluation. Lists of resource personnel and participants, the workshop schedule, and a reference list of books, pamphlets, and films supplement the lesson plans. (BL)

ED 077 697 SE 016 142

Murray State University - Teachers' Workshop in Environmental Education (Audubon State Park, Henderson, Kentucky, June 19-23, 1972).

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date Jun 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, Natural Resources, Outdoor Education, *Secondary Grades

Lesson plans, developed by teachers in an environmental education workshop, are compiled in this booklet. Curriculum areas covered by the plans include science, language arts, mathematics, social studies, art, recreation, and health. In general they specify: subject category, contributor's name, title of activity, grade level, major concept, purpose and objectives, materials required, procedures to follow, vocabulary words, related activities, resources, and evaluation. Lists of resource personnel and participants, the workshop schedule, and a reference list of books, pamphlets, and films supplement the lesson plans. (BL)

ED 077 698 SE 016 143

Murray State University - Teachers' Workshop in Environmental Education (Youth Station, Land Between the Lakes, August 7-12, 1972).

Tennessee Valley Authority (Land Between the Lakes), Golden Pond, Ky.

Pub Date Aug 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Elementary Grades, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Lesson Plans, Natural Resources, Outdoor Education, *Secondary Grades

Lesson plans, developed by teachers in an environmental education workshop, are compiled in this booklet. Curriculum areas covered by the plans include map skills, art, language arts, science, social studies, mathematics, and physical education and recreation. In general they specify: subject category, contributor's name, title of activity, grade level, major concept, purpose and objectives, materials required, procedures to follow, vocabulary words, related activities, resources, and evaluation. Lists of resource personnel and participants, the workshop schedule, and a reference list of books, pamphlets, and films supplement the lesson plans. (BL)

ED 077 699 SE 016 148

Horn, B. Ray
A Basic Reading List on State Environmental Education Planning Processes and Problems.

Pub Date May 73

Note—6p.; Prepared for participants of the national conference on Environmental Education Master Planning, Estes Park, Colorado, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Environmental Education, Methods, *Planning, Problems, Reference Materials, Social Sciences

The 26 items in this annotated bibliography deal with environmental education, educational programs, decision-making, operational problems, communications, research methods, and systems techniques, all related to planning processes. Each entry identifies the author, title of the publication, publisher, and data and concludes with one paragraph annotation. (BL)

ED 077 700 SE 016 149

Taylor, Derek B. Fleming, Margaret
Individually Prescribed Instruction Program (Mathematics), Disadvantaged Pupil Program Funds, Fund Number 97-19, 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Dec 72

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Disadvantaged Youth, *Elementary School Mathematics, Evaluation, Individualized Instruction, *Instruction, Mathematics Education, *Research, Urban Education Identifiers—*Individually Prescribed Instruction, Research Reports

The third year of a field test of the Individually Prescribed Instruction (IPI) program in two inner-city elementary schools is reported. The results of the Stanford Achievement Tests administered to IPI and Control children in grades two, four, and six showed that IPI students scored higher on one out of three subtests at grade four, on two out of three at grade six, and none out of two at grade two. Results of longitudinal analyses provide no evidence of IPI superiority in mathematics achievement over three years of operation. Cross-sectional analyses provided some evidence of a gradual rise in achievement levels at certain grade levels. Also briefly discussed in the document are financing, staff training program, and school organization. (DT)

ED 077 701 SE 016 150

Francis, Hallie Fleming, Margaret
Mathematics Skills Improvement Project, Title I, Fund 58 Component 6, 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Dec 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Elementary School Mathematics, Evaluation, *Instruction, *Low Achievers, Mathematics Education, *Research, Urban Education

Identifiers—*Mathematics Skills Improvement Project, Research Reports

The results of the Mathematics Skills Improvement Project used with about 2,000 low-achieving students in grades three through six are reported. The services of 35 mathematics consultants were provided for 36 schools. Data obtained (using the California Test of Basic Skills) on pupil achievement for one year in the project indicated that project participants achieved significantly greater gains than did comparable pupils not participating in the project. However, data obtained on pupil achievement for two years of service in the project indicated no significant differences in achievement. Implementation of process objectives of the project in relation to the extent of services to pupils and communication with classroom teachers and pupils' families are discussed briefly. (DT)

ED 077 702 SE 016 151

Population Problems and Policies in Economically Advanced Countries.

Population Crisis Committee, Washington, D.C. Spons Agency—Ditchley Foundation, Oxford (England).

Pub Date 73

Note—38p.; Report of a conference at Ditchley Park, England, September 29-October 2, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Demography, *Developed Nations, Economics, Policy, *Population Growth, *Population Trends, Problem Solving, Social Sciences, State of the Art Reviews, *World Affairs

In October 1972, the Ditchley Foundation supported a conference which sought to assess population conditions and policies in the economically advanced countries of North America and Western Europe, including Britain, together with their international responsibilities and how best they can discharge them. Findings and recom-

mendations summarized in the report indicate there was agreement on a population policy for the developed countries leading toward stabilization. The group agreed that the current declining population growth rates in the Atlantic Community are desirable and that all measures to promote these trends should be encouraged. These trends, if continued, could result in a zero growth rate around the year 2000. The conference provided an overview of how intermeshed population problems are: how many legal, technical, ethical, and personal questions are involved; and how urgent is their need for solution. The role of the United Nations in World Population Year 1974 is also considered. Appended items give tables of population projections by country and region and a list of conference participants. (BL)

ED 077 703 SE 016 152

The Challenge of the Environment: A Primer on EPA's Statutory Authority.

Environmental Protection Agency, Washington, D.C.

Report No—EPA-335

Pub Date Dec 72

Note—50p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Air Pollution Control, *Environment, *Federal Legislation, *Legal Responsibility, Pesticides, *Quality Control, Radiation, State of the Art Reviews, Wastes, Water Pollution Control Identifiers—Noise Pollution Control

In response to continued discussion of pollution and environmental issues, the Environmental Protection Agency (EPA) has designed this booklet to give interested citizens an idea of the scope of the agency's duties and responsibilities by providing a brief summary of its legal authority. An overview of the agency shows it is an independent, regulatory agency with a mission to protect and enhance the environment. In general, it is responsible for conducting research and demonstrations, for establishing and enforcing standards, for monitoring pollution, and for assisting state and local governments in their own efforts. EPA's legal authority and responsibility for conducting activities in the areas of air and water pollution, solid wastes, pesticides, environmental radiation, and noise are enumerated. Although each topic discusses legal aspects specific to itself, they all tend to cover the legislative background, various standards, implementation plans, enforcement, grants, research, and other legislation. Worldwide pollution is also considered via a review of international conventions, projects, standards, and abatement conferences. A bibliography of reports, acts, and regulations is included. (BL)

ED 077 704 SE 016 154

Energy/Environment/Economy. An Annotated Bibliography of Selected U.S. Government Publications Concerning United States Energy Policy.

ENVIRO/INFO, Green Bay, Wis.

Pub Date Apr 73

Note—24p.

Available from—ENVIRO/INFO, P. O. Box 115, Green Bay, Wisconsin 54305 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Economics, *Energy, *Environment, Federal Government, *Government Publications, Indexes (Locators), Policy, Reference Materials

This annotated bibliography attempts to provide a selective listing of 109 U.S. federal government publications germane to the energy crisis and its attendant environmental and economic implications. Primary emphasis is placed upon documents presenting energy policy issues which have emerged, plus statistical reportage which provides quantitative substantiation. Documents of a technical nature are generally avoided, although sections of some items include such material. Information for each entry includes title of the publication, source, date, pages, Superintendent of Documents number or National Technical Information Service number, price, and annotation. Items found in federal depository libraries are so noted. Most of the items listed were issued during the period 1970 through the first quarter of 1973, with a few exceptions. (BL)

ED 077 705

SE 016 155

Amidei, Rosemary E., Comp.

Environment: The Human Impact. Selections from "The Science Teacher."

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—259p.

Available from—NSTA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00 Stock No. 471-14644)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Anthologies, *Ecology, *Environment, *Environmental Education, *Essays, *Humanization, Natural Resources, Problem Solving, Secondary Grades

Selections from "The Science Teacher"

magazine, appearing generally between January 1970 and May 1972, are offered in this compilation. Articles are divided into four sections: (1) A Point of View—personal perspectives on the nature and scope of the environmental problem, (2) Aspects of the Problem—relevant background material, (3) Environmental Education—course descriptions and curricula, (4) Student Activities—research projects and classroom ideas, and (5) Resources for Curriculum Guiding—book reviews and notes about other available materials. Subject content is wide-ranging, from ecology, energy and power, pollution and waste disposal, health, and natural resources to urbanization, population and food supply, transportation, architecture, industrialization, and technology. The 66 articles present a variety of viewpoints about causes and solutions to environmental situations and problems and illustrate a variety of approaches that science teachers at the secondary level are using to increase student awareness of the dilemmas and some of the choices that face society today. (BL.)

ED 077 706

SE 016 156

Wall, Janet Summerlin, Lee

Standardized Science Tests: A Descriptive Listing.

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—64p.

Available from—NSTA, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50 Stock No. 471-14642)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Directories, Elementary School Science, *Evaluation, Resource Materials, *Science Education, *Science Tests, Secondary School Science, *Standardized Tests, Test Reviews, *Tests

This compilation includes virtually all the standardized science tests published since 1959 and available to the secondary and elementary school science teacher. The standardized tests have been arranged into seven sections: Elementary Science Tests, Biology Tests, Chemistry Tests, Earth Science Tests, General Science Tests, Physics Tests, and Other Science Tests. Each review is structured in outline form under the following headings: Title, Author, Publisher, Date of publication, Number and description of forms, Time for testing, Scoring, Reliability, Validity, Subscales, Target audience, Recommended use, Administration, Area measured, and Classroom use. Other information on each test is included in a narrative description. Appendices include the names and addresses of the publishers of standardized science tests, a glossary of terms used in the monograph, an abstracted bibliography on standardized testing, and a description of standardized tests in progress. (Author/JR)

ED 077 707

SE 016 157

Monroe, Margaret Warne

Urban Games: Four Case Studies in Urban Development (Operator's Manual and Player's Manual).

Pub Date 72

Note—80p.

Available from—University of California, University Extension, Department P, Berkeley, California 94720 (\$6.95 set)

Document Not Available from EDRS.

Descriptors—*City Planning, Decision Making, *Environmental Education, *Games, Instructional Materials, *Manuals, Models, Problem Solving, Role Playing, *Simulation, Urban Studies

A series of role-playing, operational games based on the Policy Negotiations model developed by Dr. Fred Goodman, Michigan, is presented in this set of books, an Operator's and a Player's Manual. Policy Negotiations is a game process that involves playing a priming game in order to learn the procedures and rules of the game so one can design and play his own game. The four priming games described here—Community Issues, Rapid Transit, Industrial Park, and Regional Shopping Center—all convey the game process while utilizing individual subject matter around a common urban theme. The Operator's Manual is for the individual who will lead the game session. It includes a discussion of the value of operational games in the learning situation, the rules of the Policy Negotiations model, a discussion of how to set up and run a gaming session, the four priming games, and a suggested procedure for building a game on the policy Negotiations format. The Player's Manual contains a general introduction to the model and scenarios, role descriptions, and issues for four priming games. A list of steps to simplify the process of building a new game is also included. (BL.)

ED 077 708

SE 016 245

Andree, Richard V.

20th Century Algebra in High School.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 68

Note—29p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Algebra, *Curriculum, Instruction, Mathematics, Mathematics Education, *Secondary School Mathematics

Identifiers—*Modern Algebra

This booklet briefly traces the history of algebra up through the present day modern algebra. The use of proofs, matrices, properties of groups, and linear equations and computers are discussed. (DT)

ED 077 709

SE 016 246

Henderson, Kenneth B.

Teaching Secondary School Mathematics.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 69

Note—35p.; What Research Says Series 9

Available from—National Educational Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum, *Educational Research, *Instruction, Learning, Mathematics Education, Research Reviews (Publications), *Secondary School Mathematics

Discussed in this booklet are curricular experiments; methods for teaching concepts, principles, and skills; guided discovery strategies; programed text materials; computer-based instruction; and culturally disadvantaged students. Pertinent research results are included in the discussion of each topic. (DT)

ED 077 710

SE 016 247

Ringenberg, Lawrence A.

A Portrait of 2. A Brief Survey of the Elementary Number Systems.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 56

Note—46p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Mathematics, Mathematics Education, Number Concepts, Numbers, *Number Systems, *Secondary School Mathematics

A brief survey of the elementary number systems is provided. The natural numbers, integers, rational numbers, real numbers, and complex numbers are discussed; numerals and the use of numbers in measuring are also covered. (DT)

ED 077 711

SE 016 248

Johnson, Donovan A.

Paper Folding for the Mathematics Class.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 57

Note—37p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activity Learning, *Geometric Concepts, *Instruction, *Laboratory Procedures, *Manipulative Materials, Mathematical Enrichment, Mathematics Education, *Secondary School Mathematics

Directions are given for folding paper to show geometric figures and relationships. Topics covered are folding the basic constructions, geometric concepts concerning triangles and quadrilaterals, circle relationships, products and factors, polygon constructions, symmetry, conic sections, and recreations. (DT)

ED 077 712

SE 016 249

Smith, David Eugene Ginsburg, Jekuthiel

Numbers and Numerals.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 37

Note—59p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.10)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Elementary School Mathematics, History, *Mathematical Enrichment, Mathematics, Mathematics Education, Number Concepts, *Numbers

Counting, naming numbers, numerals, computation, and fractions are the topics covered in this pamphlet. Number lore and interesting number properties are noted; the derivation of some arithmetic terms is briefly discussed. (DT)

ED 077 713

SE 016 250

Strader, William W.

Five Little Stories.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 60

Note—17p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Algebra, *Elementary School Mathematics, *History, *Mathematical Enrichment, Mathematics Education, *Number Concepts, Secondary School Mathematics

This booklet includes short descriptions of the history of the calendar, Napier's Bones, and the beginnings of algebra. The remaining two stories discuss the number nine raised to the ninth power of nine, and repeating decimals. (DT)

ED 077 714

SE 016 251

Roskopf, Myron F., Ed. And Others

Piagetian Cognitive-Development Research and Mathematical Education, Proceedings of a Conference (Columbia University, October 1970).

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 71

Note—243p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Development, *Elementary School Mathematics, Geometric Concepts, Learning, *Learning Theories, Logic, *Mathematics Education, Number Concepts, Research, *Research Reviews (Publications)

Identifiers—Proof (Mathematics)

Fourteen papers that were presented at an NCTM-sponsored conference on Piagetian research are included in this document. Topics covered include explanations of Piaget's developmental theory and descriptions of studies concerned with the development and growth of the mathematical concepts of proof, logical operations, functions, proportionality, probability, number and measurement, properties of numbers, and geometry. (DT)

ED 077 715

SE 016 252

Third Report to the Governor and Legislature on Conservation Education.

New York State Temporary Commission on Youth Education in Conservation, Albany.

Pub Date Apr 73

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, *Community Involvement, Conservation Education, *Educational Development, *Environmental Education, Master Plans, *Regional Planning, *Regional Programs, Reports
Identifiers—New York

Investigations and findings of the Temporary State Commission on Youth Education in Environmental Conservation for the State of New York are conveyed in this final report. A philosophical rationale introduces the report followed by a history of the Commission and a summary of its activities under the present staff. Highlights of six regional meetings are briefly characterized and the findings derived from these meetings, on the present status of education in environmental conservation, are enumerated. Described in detail is a plan for regional environmental education development emphasizing total community involvement through both formal and informal education. It promotes the utilization of resources indigenous to the region, thereby necessitating only minimum assistance from outside and assuring a high degree of relevancy for the region and its needs. Both regional and state needs are identified together with recommendations for the implementation of environmental education. Condensed accounts of the regional meetings are presented in the appendices. A related document is SE 016 253 which gives the full reports of these meetings. (BL)

ED 077 716

SE 016 253

Supplement to the Third Report to the Governor and Legislature on Conservation Education.

New York State Temporary Commission on

Youth Education in Conservation, Albany.

Pub Date Apr 73

Note—218p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Community Involvement, *Conference Reports, Conservation Education, Educational Development, *Environmental Education, Master Plans, *Regional Planning, *Regional Programs
Identifiers—New York

During 1972-1973, the Commission on Youth Education in Environmental Conservation for the State of New York sponsored a series of six regional conferences. They were designed to explore needs and solutions in environmental education at the regional level, demonstrate the concept of total community involvement in environmental education, and develop some preliminary models for its implementation. This volume contains the full reports of these conferences as created collaboratively by the regional participants and the Commission staff. It provides comprehensive evidence both of the organization and functioning of these meetings and the outcomes they produced. Conferences were titled: Seminars for Regional Resource Development—Adirondack Region; Education for Environmental Action Conference—Albany; A Report on Regional Environmental Education and a Plan for Its Future in Central New York; A View Toward Community-Wide Environmental Education for the Genesee/Finger Lakes Region; New York Forum on Funding for Environmental Education; and Southern Tier Central Regional Plan for Environmental Education. A regional design was utilized because the variety of physical environments and social institutions in the state lead to varying degrees of need and, thus, discourage statewide application of highly specific programs. A related document is SE 016 252, the Commission's main report. (BL)

ED 077 717

SE 016 254

Reemer, Rita, Ed.

How Does Your Organic Garden Grow?

Pub Date 73

Note—35p.

Available from—Rodale Press, Inc., Educational Services Division, Emmaus, Pennsylvania 18049 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Curriculum Guides, *Elementary Grades, *Environmental Education, Horticulture, Instructional Materials, *Learning Activities, Natural Resources, Organic Chemistry, *Plant Science
Identifiers—Gardening

A complete organic gardening cycle—from soil composition to harvesting—can be conducted

using the 14 activities suggested in this teacher's guide. Background information, questions for discussion, and related activities are presented for each step in the process. The activities, useful for elementary grade students, are titled: Starting the Garden, From Seed to Seedling, Transplanting Outdoors, Preparing the Compost Pile, Natures Compost, Exercise/Sun/Fun, Organic Mulch, But What About the Bugs?, Non-Polluting Insect Controls, Companion Planting and Natural Enemies, Garden Predators and Their Prey, Backyard Birds, Healthful Harvest, and Fresh from the Garden. Lists of insect control suppliers and seed suppliers are also compiled. Related documents are SE 016 255 and ED 068 361. (BL)

ED 077 718

SE 016 255

Reemer, Rita, Ed.

Teaching Organic Gardening.

Pub Date 73

Note—120p.

Available from—Rodale Press, Inc., Educational Services Division, Emmaus, Pennsylvania 18049 (no price quoted)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Environmental Education, Horticulture, *Instructional Materials, *Learning Activities, Natural Resources, Organic Chemistry, *Plant Science, *Teaching Guides
Identifiers—Gardening

This teaching guide is designed as a text composed of factual outlines to help teachers interpret the organic method of gardening. Organized as a practical course for elementary through adult education levels, it presents examples and activities on how to plan, start, and maintain an organic garden. The first five chapters cover history and background of the organic method, theoretical information, plant nutrition, and plant diseases, followed by five chapters with practical instructions on garden planning, composting, mulching, planting, cover cropping, and harvesting. Each chapter lists introductory activities, discussion topics, and assignments, and then presents narrative material and step-by-step procedures for one aspect of organic gardening. Where appropriate, tables, diagrams, vocabulary words and definitions are inserted. The overall theme is that the organic method is a fundamental outlook on our contemporary way of life, an alternative to the pesticides and growth hormones and all of the other unnatural chemicals which are being introduced into our environment. Related documents are SE 016 254 and ED 068 361. (BL)

ED 077 719

SE 016 256

Library Bulletin [International Planned Parenthood Federation, May 1973].

International Planned Parenthood Federation, London (England).

Pub Date May 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, Classification, Demography, *Family Planning, Indexes (Locators), *Library Collections, *Population Trends, Publications, *Reference Materials

Resources located in the International Planned Parenthood Federation (IPPF) Headquarters Library are inventoried in this library bulletin. Entries follow the IPPF classification scheme and are arranged by topics: (1) general office management and administration; (2) contraceptive methods; (3) family planning (general); (4) United Nations, conferences, etc.; (5) population—Africa, America, Asia, Europe, Oceania, U.S.S.R.; (6) religious, moral, ethical, and political attitudes to family planning; (7) medical; (8) education, including sex and population education; and (9) communication, publicity, history, etc. The name of the publisher/supplier and British currency price of the book are supplied for each notation with an alphabetical list of publisher/suppliers and their addresses appended. An alphabetical list of authors is also included together with classification numbers for cross-references. (BL)

ED 077 720

SE 016 258

Secondary School Mathematics Curriculum Improvement Study Information Bulletin 7.

Secondary School Mathematics Curriculum Improvement Study, New York, N.Y.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—34p.

Available from—SSMCIS, Box 120, Teachers College, Columbia University, New York, New York 10027 (No charge while supplies last)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Curriculum Development, Instruction, Mathematics Education, *Program Descriptions, *Secondary School Mathematics, Talented Students

Identifiers—*Secondary School Math Curriculum Improvement Study

The background, objectives, and design of Secondary School Mathematics Curriculum Improvement Study (SSMCIS) are summarized. Details are given of the content of the text series, "Unified Modern Mathematics," in the areas of algebra, geometry, linear algebra, probability and statistics, analysis (calculus), logic, and computer programming. Evaluation activities, implementation, and teacher training are described. (DT)

ED 077 721

SE 016 261

Szabo, Michael

Instructional Flowcharting: A Tool for Teaching Science and Mathematics.

Pub Date Mar 73

Note—14p.; Paper presented at annual meeting of National Science Teachers Association (21st, Detroit, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, *Flow Charts, Instruction, *Instructional Aids, *Instructional Improvement, Instructional Innovation, Mathematics Education, *Science Education

Included are suggestions for constructing and using instructional flowcharts (IF) in science and mathematics classes. The use of instructional flowcharting was suggested as a way to enhance instruction techniques by avoiding unnecessary repetition of verbal directions for laboratory or problem solving sessions, as well as to avoid omitting or overlooking some major point in a discussion. IFs are included as well as examples of various uses of the technique. (EB)

ED 077 722

SE 016 262

Mitchell, Charles W.

The Effects of Teaching Science Methods Through an Open Learning Environment on Selected Attitudes and Perceptions of Prospective Elementary School Teachers.

Pub Date Apr 73

Note—22p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30 - April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, Elementary School Science, *Elementary School Teachers, Methods Courses, *Preservice Education, *Science Teachers, *Student Teachers, *Teacher Education, Teaching Methods

Identifiers—Research Reports

The study was designed to assess the effects of three different instructional strategies of teaching science methods on selected attitudes and perceptions held by 30 prospective elementary school teachers, as well as the effects of these instructional strategies on children's perceptions of teacher behavior variables of warmth, demand and utilization of intrinsic motivation. One group of undergraduate students received intensive instructional sessions specially designed to affect attitudes and perceptions toward science teaching. The other group's instruction took the form of the usual didactic approach. There were no significant differences between student teachers exposed to an open-learning environment strategy of instruction and those without, but trends in the results of the data analyzed suggested that those trained in an open-learning environment responded positively to the instruments measuring experimentalism, open-mindedness, teacher-pupil relationships and interest in science. (EB)

ED 077 723

SE 016 280

Strand IV Environmental and Community Health, Ecology and Epidemiology of Health, Grades 10, 11, and 12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Ecology, *Environmental Education, Instructional Materials, Learning Activities, Models, *Secondary Grades, Teaching Guides

Identifiers—Epidemiology

A frame of reference concerning health implications, based on the interaction of numerous factors in the physical, social, and biological environments, is provided in this prototype curriculum for grades 10-12. Development of sound techniques in problem solving is encouraged, resulting from the need to understand the nature and complexities of multiple effect and multiple causation. Specific curriculum content studies: (1) definitions of epidemiology and ecology, (2) epidemiological method, (3) factors which influence the occurrence, distribution, development, control, and prevention of disease, disability, defect, and death, and (4) modern public health problems with ecological implications. Appended material includes bibliographies of multimedia resources and a health behavior model. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 724 SE 016 281
Strand IV Environmental and Community Health, Ecology and Health, Grades 7, 8, and 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
 Pub Date 70
 Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Ecology, *Environmental Education, Instructional Materials, Learning Activities, Models, *Secondary Grades, Teaching Guides

Man, with his ability to develop and control his environment, and, conversely, the controlling or limiting factors of the environment that affect man's health and activities are dealt with in this prototype curriculum for grades 7-9. The basic principles related to ecology affecting man's health are given primary consideration. Specific curriculum content studies: (1) the development of ecology, (2) man's health and the physical, biological, and sociocultural environments, and (3) an individual's health as affected by reacting with his environment. Appended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 725 SE 016 282
Strand IV Environmental and Community Health, Environmental and Public Health, Grades K-3.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
 Pub Date 69
 Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Elementary Grades, *Environmental Education, Instructional Materials, Learning Activities, Models, *Public Health, Teaching Guides

An awareness of the environment and its relationship to human health and efficiency are the focal points of this prototype curriculum for grades K-3. Assuming responsibility for creating and maintaining safe and healthy surroundings is urged. Specific curriculum content studies: (1) environmental factors (existing environment and

effects, control, respect, appreciation, and pollution of the environment), (2) responsibility for a healthy environment in the school, home, and community, and (3) health professionals in the community. Appended material includes a chart indicating location of city, county, district, and regional health department offices in New York state and bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 726 SE 016 283
Strand IV Environmental and Community Health, Environmental and Public Health, Grades 7, 8, and 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
 Pub Date 71
 Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Environmental Education, Instructional Materials, Learning Activities, Models, *Public Health, *Secondary Grades, Teaching Guides

Development of proper attitudes, personal commitment, and direct involvement regarding the health of the community are the goals of this prototype curriculum for grades 7-9. Since man continues to change his natural environment, increasing awareness of the possible consequences of these changes to human life is stressed. Specific curriculum content studies: (1) history of public health, (2) scope of current public health problems, (3) relationships among environment, disease, and health, (4) environmental health problems, and (5) practices in disease prevention and control. Appended material includes a community clean air checklist, agencies involved in air pollution control, key dates in Federal Clean Waters Program, and bibliographies of multimedia resources. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 727 SE 016 284
Strand IV Environmental and Community Health, World Health, Grades 4-6.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
 Pub Date 70
 Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Elementary Grades, *Environmental Education, Instructional Materials, Learning Activities, Models, Teaching Guides, *World Problems

Personal involvement in the nature of world health and solutions to world health problems are emphasized in this prototype curriculum for grades 4-6. It is designed to provide an awareness that eliminating world health hazards helps to protect people everywhere. Specific curriculum content studies: (1) people, places, and health (world health activities and the United Nations International Children's Emergency Fund), (2) the World Health Organization, and (3) the health of children throughout the world. Ap-

pended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 728 SE 016 285
Strand IV Environmental and Community Health, World Health, Grades 7, 8, and 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
 Pub Date 70
 Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Environmental Education, Instructional Materials, Learning Activities, Models, *Secondary Grades, Teaching Guides, *World Problems

The interweaving of personal and community health with world health are referred to in this prototype curriculum, to show students in grades 7-9 that health problems of individual nations are health problems of the world. Specific curriculum content studies: (1) factors influencing world health (population, culture, family structure, economic level), (2) world health education, (3) major world health problems (disease control, nutritional problems, mental health), and (4) international programs and agencies (International Office of Public Health, Pan American Health Organization, UNESCO, WHO). Appended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 729 SE 016 286
Strand IV Environmental and Community Health, World Health, Grades 10, 11, and 12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
 Pub Date 70
 Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Comprehensive Programs, *Curriculum Guides, *Environmental Education, Instructional Materials, Learning Activities, Models, *Secondary Grades, Teaching Guides, *World Problems

Special attention to the implications of world health problems and the effectiveness of international understanding and cooperation in alleviating harmful health conditions is given in this prototype curriculum for grades 10-12. The importance of student participation and ultimate involvement and commitment to world health problems is reflected. Specific curriculum content studies: (1) international cooperation, (2) health personnel throughout the world, (3) the World Health Organization, (4) world health problems (environmental health, global diseases and control, world nutrition, health research), and (5) implications of global health (cultural influences, population concerns, health education, space medicine). Appended material includes bibliographies of multimedia resources for teachers and students. This publication is one in a series of health curriculum materials devoted to environmental and community health (Strand IV). Four

other strands deal with physical and mental health, sociological health problems, and education for survival. The format consists of four columns intended to provide teachers with (1) a basic content outline, (2) major understandings and fundamental concepts, (3) teaching aids and learning activities, and (4) information about resource materials, sources, and personnel. Because of the comprehensive nature of the total curriculum, teachers are advised to become familiar with all strands presently in print. Related documents in Strand IV are ED 037 738-9, ED 049 477-8, and SE 016 280-6. (BL)

ED 077 730 SE 016 287
Aiken, Lewis R., Jr.

Ability and Creativity in Mathematics. Mathematics Education Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Apr 73

Note—50p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Thinking, *Creativity, Creativity Research, Instruction, Learning, *Learning Theories, *Mathematics Education, *Research Reviews (Publications)

The relationships of intelligence, achievement, age, sex, heredity, and psychosocial factors to mathematical creativity are carefully reviewed and discussed in this document. A bibliography listing 125 references is included. (Author/DT)

ED 077 731 SE 016 289
Molnar, Andrew R.

Computer Innovations in Education, I. The Use of Computers in Mathematics Education Resource Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Feb 73

Note—87p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Curriculum, Educational Innovation, Educational Technology, *Instruction, Instructional Media, *Mathematics Education

This is the first of a set of four papers on the use of computers in mathematics education. It includes a discussion of the impact of the computer on society, types of computer systems and languages; instructional applications, administrative uses, libraries and data bases, the design of computer-oriented curricula, and cost effectiveness. For the other papers in this series, see SE 016 290 through SE 016 292. (Author/DT)

ED 077 732 SE 016 290
Hatfield, Larry L.

Computer-Extended Problem Solving and Enquiry, II. The Use of Computers in Mathematics Education Resource Series. Revised Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Feb 73

Note—39p.; Paper presented at Annual Meeting of NCTM (Anaheim, California, April 1971)

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Mathematics, Computer Assisted Instruction, *Computer Oriented Programs, Computers, Curriculum, *Instruction, *Mathematics Education, *Problem Solving, *Research Reviews (Publications), Secondary School Mathematics

The second in a series of four papers on computer use in mathematics education, this paper reviews some of the pedagogical rationales and research evidence related to the use of computers as a problem-solving tool in mathematics classes. A discussion on philosophies and objectives, effects of computer programming on mathematics achievement, motivation and attitudes, and influence on problem-solving ability are included.

For other papers in this series, see SE 016 289 through SE 016 292. (Author/DT)

ED 077 733 SE 016 291
Suydam, Marilyn N., Ed.

The Use of Computers in Mathematics Education: Bibliography, III. The Use of Computers in Mathematics Education Resource Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Feb 73

Note—100p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Curriculum, *Instruction, Instructional Media, *Mathematics Education, Problem Solving, Programming

This third paper in a set on computer usage in mathematics education provides an annotated listing of selected books, articles, and other documents on computers. Entries are organized by topics: the general educational role of computers; computer languages and programming; and mathematics instruction applications, including teaching about computers, general uses in mathematics classes, tutorial and practice modes, and problem-solving mode. For other documents in this series, see SE 016 289 through SE 016 292. (Author/DT)

ED 077 734 SE 016 292
Kieren, Thomas E.

Research on Computers in Mathematics Education, IV. The Use of Computers in Mathematics Education Resource Series.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date Apr 73

Note—43p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Curriculum, *Instruction, *Mathematics Education, Problem Solving, *Research Reviews (Publications)

This last paper in a set of four reviews research on a wide variety of computer applications in the mathematics classroom. It covers computer-based instruction, especially drill-and-practice and tutorial modes; computer-managed instruction; and computer-augmented problem-solving. Analytical comments on the findings and status of the research are included. For the other documents in the series, see SE 016 289 through SE 016 291. (Author/DT)

ED 077 735 SE 016 295
I.P.P.E.S. Master Objectives Bank, Mathematics

Instructional Topic Catalog.

Jackson Union School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Pub Date [73]

Note—260p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Catalogs, Codification, *Curriculum, *Elementary School Mathematics, Geometric Concepts, Information Retrieval, Mathematics Education, Measurement, Number Concepts, *Objectives

Identifiers—ESEA Title III, Number Operations, Objectives Bank

The coding system used to classify items in the Instructional Program Planning and Evaluation System (IPPEs) Master Objectives Bank is explained. Sixty-seven topics in mathematics to be covered in grades kindergarten through six are specified; objectives are listed under these topics along with their code numbers. (For a listing by grade level, see SE 016 296.) This work was prepared under an ESEA Title III contract. (DT)

ED 077 736 SE 016 296
I.P.P.E.S. Master Objectives Bank, Mathematics

(K-6) Catalog.

Jackson Union School District, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Pub Date [73]

Note—206p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Catalogs, Codification, *Curriculum, *Elementary School Mathematics, Geometric Concepts, Information Retrieval, Mathematics Education, Measurement, Number Concepts, *Objectives

Identifiers—ESEA Title III, Number Operations, Objectives Bank

The coding system used to classify items in the Instructional Program Planning and Evaluation System (IPPEs) Master Objectives Bank is explained. Objectives for 67 topics in mathematics are organized by grade level for each of the grades from kindergarten through six, and their code numbers are specified. (For a listing of objectives by topic, see SE 016 295.) This work was prepared under an ESEA Title III contract. (DT)

ED 077 737 SE 016 297
Rogers, Arnold R., Ed. And Others

Secondary Schools Curriculum Guide, Science, Grades 7-9, Levels 1-16.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Jun 72

Note—68p.; Draft Copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum, *Curriculum Guides, Instruction, Instructional Materials, *Resource Materials, Science Activities, *Secondary School Science, Teaching Methods

Identifiers—Bloom's Taxonomy, ESEA Title III

This curriculum guide provides instructional objectives and activities for teaching science in grades 7-9. The objectives are stated in behavioral or performance terms and have been arranged in increasing levels of complexity according to Bloom's Taxonomy. The behavioral objectives generally include two major components: (1) the objective statement which specifies the intended behavior of the students as a result of having participated in a set of instructional experiences, and (2) activities which outline what the student should do to attain the objective. It is stressed that the suggested objectives and activities should not be seen as limiting teacher innovation or what the student is expected to know; rather, they should be added to, deleted, or modified by the teacher according to the needs and characteristics of individual students and the teacher's own experience and knowledge. This work was prepared under an ESEA Title III contract. (Author/JR)

ED 077 738 SE 016 298
Rogers, Arnold R., Ed. And Others

Secondary Schools Curriculum Guide, Science, Grades 10-12, Levels 17-33.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—84p.; Draft Copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum, *Curriculum Guides, Instruction, Instructional Materials, *Resource Materials, Science Activities, *Secondary School Science, Teaching Methods

Identifiers—Bloom's Taxonomy, ESEA Title III

This curriculum guide provides instructional objectives and activities for teaching science in grades 10-12. The objectives are stated in behavioral or performance terms and have been arranged in increasing levels of complexity according to Bloom's Taxonomy. The behavioral objectives generally include two major components: (1) the objective statement which specifies the intended behavior of the students as a result of having participated in a set of instructional experiences, and (2) activities which outline what the student should do to attain the objectives. It is stressed that the suggested objectives and activities should not be seen as limiting teacher innovation or what the student is expected to know; rather, they should be added to, deleted, or modified by the teacher according to the needs and characteristics of individual students.

dents and the teacher's own experience and knowledge. This work was prepared under an ESEA Title III contract. (Author/JR)

ED 077 739 SE 016 299

Rogers, Arnold R., Ed. And Others
Secondary Schools Curriculum Guide, Mathematics, Grades 7-9, Levels 1-86.

Cranston School Dept., R.I.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—179p.; Draft Copy

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algebra, *Behavioral Objectives, *Curriculum, Curriculum Guides, Geometric Concepts, Mathematics Education, Number Concepts, Objectives, *Secondary School Mathematics, Set Theory

Identifiers—ESEA Title III, Objectives Bank

Listed are behavioral objectives for 86 topics in mathematics to be covered in grades seven through nine. For each topic a general objective is given and is followed by a list of specific objectives. Areas covered include number operations, geometry, number systems, set theory, and algebra. This work was prepared under an ESEA Title III contract. (DT)

ED 077 740 SE 016 300

Rogers, Arnold R., Ed. And Others
Secondary Schools Curriculum Guide, Mathematics, Grades 10-12, Levels 87-112.

Cranston School Dept., R.I.
Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—145p.; Draft Copy

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Calculus, Computers, *Curriculum, Curriculum Guides, Geometry, Mathematics Education, Number Concepts, Objectives, Probability Theory, *Secondary School Mathematics

Identifiers—ESEA Title III, Objectives Bank

Behavioral objectives for geometry, algebra, computer mathematics, trigonometry, analytic geometry, calculus, and probability are specified for grades 10 through 12. General objectives are stated for major areas under each topic and are followed by a list of specific objectives for that area. This work was prepared under an ESEA Title III contract. (DT)

ED 077 741 SE 016 301

Fairman, Billie Jack

The Effectiveness of a Structured Mathematics Program with Culturally Deprived Kindergarten Children.

Pub Date 72

Note—137p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2901 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Cultural Disadvantage, Curriculum, *Disadvantaged Youth, Doctoral Theses, *Elementary School Mathematics, *Instruction, *Kindergarten, Mathematics Education, *Research

Identifiers—Research Reports

The purpose of the study was to compare the effectiveness of using an incidental approach in teaching mathematics to using a structured mathematics program for culturally disadvantaged kindergarten children and to check for interaction of treatment when the children were classified by sex. The Comprehensive Mathematics Inventory Test was given as a pretest and posttest. Results showed that the students in the structured program had significantly greater achievement than those taught by the incidental approach. There was no significant interaction among the treatments when the children were classified by sex. (Author/DT)

ED 077 742 SE 016 302

Kwansa, Kofi Bassa

Investigation of the Relative Content Validity of Norm-Referenced and Domain-Referenced Arithmetic Tests.

Pub Date 72

Note—256p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4153 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, Evaluation, Mathematics Education, *Research, *Test Construction, *Tests

Identifiers—Research Reports

Norm-referenced and domain-referenced methods were each used to build sixth grade arithmetic tests. The tests were administered to samples of students and the results used for making content validity comparisons between the tests. Findings showed that the domain-referenced tests had higher content validity than the norm-referenced tests, that parallel forms of the norm-referenced tests did not show equivalent degree of content validity between themselves, that scores on the norm-referenced tests correlated highly with scores on the domain-referenced tests, and that the domain-referenced tests had slightly smaller standard errors of estimation and prediction than the norm-referenced tests. (Author/DT)

ED 077 743 SE 016 303

King, Estelle Marie Holloway

Open Learning and Lecture Methods of Teaching College Mathematics.

Pub Date 72

Note—133p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-1650 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*College Mathematics, Doctoral Theses, *Instruction, Mathematics Education, *Research, Student Characteristics

Identifiers—Research Reports

Cognitive and affective changes in 49 students taking college mathematics taught by an open-learning method were compared to changes in 43 students taught by a conventional lecture method. Pretest and posttest data were collected on two cognitive variables (structure of real numbers and statistics-probability) and on four affective variables (attitude, self-concept, anxiety, and interest). Results showed that students in the open learning group made equivalent or superior scores to those in the lecture classes. When the association between cognitive changes and 18 social interaction traits were investigated, significant positive correlations were found under the lecture method on responsibility, sociability, socialization, and femininity, and under the open method on self control; significant negative correlations were found under the open method on social presence and self-acceptance. When affective changes were investigated, significant positive correlations were found under the lecture method on femininity and under the open method on sense of well-being, achievement via independence, and good impression; significant negative correlations were found under lecture method on psychological-mindedness, capacity for status, and social presence, and under open method on sociability. (Author/DT)

ED 077 744 SE 016 304

McMillian, Joe Adair

Learning a Mathematical Concept With and Without a Physical Model as Predicted By Selected Mental Factors.

Pub Date 72

Note—141p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4319 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, Learning, *Learning Theories, Mathematics Education, Number Concepts, *Research, *Secondary School Mathematics

Identifiers—Research Reports

The purpose of the study was to gain information regarding the interaction between ten mental factors selected from Guilford's Structure of the Intellect Model and learning, transfer, and retention of a mathematical concept studied with and without a physical model. The meaning of place value in different number bases was studied by 202 seventh graders; students took an investiga-

tor-prepared achievement test after having completed five learning packets. Results showed that learning, transfer, and retention were not affected by the use or nonuse of a physical model. Scores on tests for selected mental factors may be used to predict success in learning, transfer, and retention, but may not be used to predict greater success when a physical model is used than when one is not used. (Author/DT)

ED 077 745 SE 016 305

Friedman, Morton Lawrence

The Development and Use of a System to Analyze Geometry Teachers' Questions.

Pub Date 72

Note—136p.; Ed. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2593 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Evaluation, *Geometry, *Instruction, Mathematics Education, *Questioning Techniques, *Research, *Secondary School Mathematics, Teacher Characteristics

Identifiers—Research Reports

The purpose was to develop a system to describe the extent to which geometry teachers seek to elicit high levels of student thought and to teach the nature of proof. Also investigated was the relationship between a teacher's questioning behavior and the performance of students on a geometry test. A total of 35 tape recordings were made of 15 geometry teachers and coded according to a system based on the work of Bloom and Sanders. Results showed that the median percent of questions at the memory level was 23, the median was 56 percent for comprehension questions, and 18 percent for application questions. Out of a total of 1,841 questions, only four were classified as higher-level questions and only 20 involved the nature of proof. The frequency of application questions asked by a teacher was positively associated with student performance on test items at the application level, but for the other types of questions there was no clear relation between the number of questions asked and students' performance on test items of that same type. (Author/DT)

ED 077 746 SE 016 306

Foster, Thomas Edward

The Effect of Computer Programming Experiences on Student Problem Solving Behaviors in Eighth Grade Mathematics.

Pub Date 72

Note—417p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-31,527 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Computers, Doctoral Theses, *Instruction, Mathematics Education, *Problem Solving, Programming, *Research, Secondary School Mathematics

Identifiers—Research Reports

The purpose of the study was to investigate problem-solving performance with regard to non-routine problem experiences in which the computer and flow charts were used as aids. Performance data were collected using an investigator-constructed posttest. Sixty-eight eighth grade students were partitioned into four treatment groups: G1 used neither computer nor flow charts, G2 used flow charts only, G3 used computer only, and G4 used both computer and flow charts. Results showed that the group with the highest mean performance was G3; G4 had the next highest scores; G2 came next; G1 placed lowest. The high readers' mean performance on the test was consistently greater than that of low readers within each treatment group. (Author/DT)

ED 077 747 SE 016 307

Trask, Marvin Wellington

A Study on Interaction Between Aptitudes and Concrete vs. Symbolic Teaching Methods as Presented to Third-Grade Students in Multiplication and Division.

Pub Date 72

Note—133p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4971 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Instruction, Learning, *Learning Theories, Mathematics Education, *Research

Identifiers—Number Operations, Research Reports

The interaction between aptitudes and concrete vs. symbolic teaching methods was investigated. One class of randomly selected third graders was taught multiplication and division by a symbolic method while a second class was given a manipulative approach. Each student took the Stanford Achievement Test battery, the Otis-Lennon Mental Ability Test, and the Torrance Test of Creative Thinking prior to instruction, and was given achievement tests after instruction. Results showed that students of above-average ability in arithmetic computation were helped by the manipulative models presented in this study and that students of below-average ability benefited more from the symbolic instructional methods. (Author/DT)

ED 077 748 SE 016 308

Burke, Harold Reesor

A Study in Public School Accountability Through the Application of Multiple Regression to Selected Variables.

Pub Date 72

Note—186p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 73-6965 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Curriculum, Doctoral Theses, *Educational Accountability, *Elementary School Mathematics, *Evaluation, Instruction, Mathematics Education, Reading, Reading Achievement, *Research

Identifiers—Research Reports

The purpose of the study was to develop and evaluate a method of determining the effectiveness of individual schools in promoting student achievement in reading and arithmetic, and to investigate the relationship of sibling order and of residence in intact or broken homes on student achievement. Five hundred sixty-three sixth graders from 16 elementary schools participated. Independent variables included scores on the Metropolitan Achievement Test, ratings on the Warner Index of Status Characteristics, and teacher grades; dependent variables were scores on the Comprehensive Tests of Basic Skills. Results showed that schools were generally inconsistent in promoting achievement among their low, average, and high groups; that schools offering compensatory programs were quite effective in promoting achievement; that there was no relationship between sibling order and achievement; and that there was a positive relationship between the percentage of children living with their original parents and achievement, and a negative relationship between percentage of children from broken homes and achievement. (Author/DT)

ED 077 749 SE 016 309

Chatterley, Louis Joseph

A Comparison of Selected Modes of Individualized Instruction in Mathematics for Effectiveness and Efficiency.

Pub Date 72

Note—174p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7532 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Individualized Instruction, *Instruction, Mathematics Education, *Research, *Secondary School Mathematics

Identifiers—Research Reports

The effectiveness and efficiency of four self-instructional modes of individualized instruction were compared. The effectiveness criterion was based on a posttest and a retention test; the efficiency criterion was based on the quotient of the effectiveness criterion and the total time in minutes required to complete the program. A unit on addition and subtraction with integers was presented to 96 seventh graders in four modes: (1) a self-instructional mode using individually

prescribed instruction (IPI) material, (2) a correct-answer feedback scheme with the IPI material, (3) use of multimedia and an introductory unit to supplement the IPI material, and (4) multimedia material as well as the correct-answer feedback scheme. Findings showed that the fourth mode was the most effective and was as efficient as the other modes. There were significant differences for medium and low groups established on mathematics and reading scores on both criteria; these students especially benefited by the fourth mode of instruction. (Author/DT)

ED 077 750 SE 016 310

Hutchings, Lloyd Benjamin

An Examination, Across a Wide Range of Socioeconomic Circumstance, of a Format for Field Research of Experimental Numerical Computation Algorithms, an Instrument for Measuring Computational Power Under Any Concise Numerical Addition Algorithm, and the Differential Effects of Short Term Instruction in Two Experimental

Pub Date 72

Note—307p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7731 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Addition, *Algorithms, Doctoral Theses, *Elementary School Mathematics, Evaluation, *Instruction, Mathematics Education, *Research, *Socioeconomic Background

Identifiers—Research Reports

Individual fifth grade classrooms in five schools of differing socioeconomic levels were used in a study to analyze the reaction of the school to the experimental format, the adequacy of the test instrument, and the differential effects of the experimental treatments. Students were instructed in one of two experimental addition algorithms, practiced with the conventional algorithm, or were exposed to no treatment. Findings showed that one of the experimental algorithms produced a quick, strong increase in computational power, that conventional practice caused significantly less improvement than the first algorithm, that non-treatment had little effect, and that the alternate experimental algorithm was debilitating. The test instrument was shown to be valid and reliable. Reaction to the format was sharply divided by socioeconomic groups, with the upper-middle class groups responding positively and the disadvantaged groups responding negatively. (Author/DT)

ED 077 751 SE 016 311

Jedlicka, Anne

The Identification and Classification of Mistakes in Learning to Use Set Language.

Pub Date 72

Note—119p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4116 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*College Mathematics, Doctoral Theses, Instruction, *Learning, Mathematics, Mathematics Education, *Research, *Set Theory

Identifiers—Research Reports

Mistakes made by college students in learning the language of set theory are identified and classified. Four main types are noted: intersection mistakes, errors in null set problems, mistakes in which the answer was the same as one of the given sets, and errors where the answer given was the complement of the correct answer. Causes of the errors are suggested and analyzed. (Author/DT)

ED 077 752 SE 016 312

Khan, Akhter

Children's Use of Perceptual Groupings in Counting.

Pub Date 72

Note—121p.; Ph.D. Dissertation, University of Oregon

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7915 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Doctoral Theses, Early Childhood Education, *Elementary School Mathematics, Instruction, Learning, Learning Theories, Mathematics Education, *Number Concepts, *Preschool Education, *Research

Identifiers—Research Reports

Twenty-four nursery school children ranging from 3.11 years to 5.11 years were tested in counting objects that varied in similarity and contiguity. Objects were presented in three arrangements: arrangements composed of subgroups of contiguous identical objects; arrangements without subgroups; and arrangements composed of subgroups of discontinuous identical objects. Significant differences in counting accuracy were found between contiguous arrangements of subgroups and the arrangement without subgroups at the .001 level, between contiguous and discontinuous arrangements of subgroups at the .01 level, and between no subgroups and discontinuous subgroups at the .01 level. The means of correct responses, grouped responses, and percentage of grouped correct responses were higher under the contiguous arrangement of subgroups than under other arrangements. (Author/DT)

ED 077 753 SE 016 314

Adhikary, Poorna Kanta

Instructional Effect on Question Asking Behavior of Prospective Peace Corps Science and Mathematics Volunteer Teachers.

Pub Date 72

Note—117p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-6962 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Instruction, *Mathematics Education, *Preservice Education, *Questioning Techniques, *Research, Science Education, Teacher Characteristics, Teacher Education

Identifiers—Research Reports

The effect of an instructional program which was developed to introduce questioning techniques to prospective teachers was investigated. Thirty prospective Peace Corps science and mathematics teachers were observed during their training program peer-teaching sessions. After premeasured observation, the experimental group received instruction on classifying teacher questions and on the use of different types of questions, while the control group received no instruction. Both groups were then observed again. Results showed that question-asking behavior could be changed through instruction. The group receiving instruction asked more convergent, divergent, evaluative, and total questions, and fewer cognitive-memory and managerial questions, in their peer-teaching when compared to the control group. (Author/DT)

ED 077 754 SE 016 315

Bernard, Richard Paul

The Historical Development of the Laboratory Approach to Elementary School Mathematics.

Pub Date 72

Note—102p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-6950 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, Doctoral Theses, *Elementary School Mathematics, *Instruction, *Laboratories, Laboratory Procedures, *Literature Reviews, Mathematics Education, *Research

Identifiers—Research Reports

The historical development of the laboratory approach to elementary school mathematics was studied. Consideration was given to the major psychological theories and philosophical movements that affected the development; the views of leading educators and the mathematics projects and practices related to the program were systematically investigated. Three general conclusions were drawn: (1) the literature was primarily devoted to philosophical discussions of the merits of the laboratory approach; (2) most writers spoke enthusiastically about their success with the approach; and (3) no reports of research to test the alleged superiority of the lab approach to

elementary school mathematics were found in the literature. (Author/DT)

ED 077 755 SE 016 317

Logothetti, David Eugene

Development and Implementation of the Poincare-Hadamard Conception of Mathematical Problem Solving.

Pub Date 72

Note—217p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,445 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*College Mathematics, Doctoral Theses, *Instruction, Mathematics Education, *Problem Solving, *Research
Identifiers—Research Reports

The purpose of the study was to present a precise interpretation of the Poincare-Hadamard conception of mathematical problem solving, to provide a transition from theory into practice by making tactical suggestions on how to generate productive problem-solving thought, and to translate these specific suggestions into tentative objectives and teaching guidelines for undergraduate college mathematics courses. Recommendations for improvement of problem-solving ability made by authorities in research mathematics, mathematics education, psychology of problem solving, gestalt psychology, psychoanalysis, and information processing were collected and organized according to the five stages of Poincare and Hadamard. The recommendations were rephrased into 31 guidelines for teaching, 6 guidelines for grading, 71 student objectives concerning problem solving techniques, and 15 student objectives concerning retrospective autoanalysis of thought patterns. (Author/DT)

ED 077 756 SE 016 320

Gordis, Felix Witzum

A Piagetian Analysis of the Teaching of Seriation Concepts in Four First Grade Classrooms.

Pub Date 70

Note—203p.; Ph.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-8949 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, *Instruction, *Interaction Process Analysis, Learning, Mathematics Education, *Research

Identifiers—Research Reports

An analysis system based on Piagetian theory was developed for describing the cognitive interaction in four first-grade classrooms where pupils were receiving instruction in seriation ordering. The data were divided into pedagogical moves with four different functions: structuring, soliciting, responding, and reacting. Results showed that pedagogically the teacher dominated the discourse by making almost two-thirds of all moves, 89 percent of the soliciting moves, 95 percent of the structuring moves, and 94 percent of the reacting moves. Pupils made 92 percent of the responding moves. In the two classes contrasting most in cognitive level, pupils tended to respond with the cognitive action solicited by the teacher. The prevalence of teacher soliciting-pupil responding patterns suggested attention to use of the soliciting move. (Author/DT)

ED 077 757 SE 016 336

Berger, Toby Esther

Evaluation of an Environmental Science Laboratory Curriculum.

Pub Date 72

Note—272p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 73-2579 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Biological Sciences, College Science, *Curriculum Evaluation, Doctoral Theses, Educational Research, *Environmental Education, *Science Education, *Student Attitudes

Identifiers—Research Reports

The curriculum evaluated in this study is a series of innovative exercises offered as part of an introductory science course at Barnard College. It

was hypothesized that students receiving the experimental treatment in the laboratory would show significant changes in cognitive achievement in environmental science and in their attitudes towards environmental issues. The two evaluative instruments designed for this study were a multiple choice test of cognitive achievement and a semantic differential attitude scale. The tests were administered as pretests to 83 participants in the experimental laboratory curriculum, to a control group of 36 Columbia College students who had the same environmental science lectures but different laboratory exercises, and to a second control group of 36 Barnard students who received no formal instruction in environmental science. The same tests were administered as posttests at the end of the academic year. An analysis of the data indicated that the experimental laboratory curriculum was successful in causing cognitive gains in environmental science. However, changes in attitudes towards environmental issues were not observed, either because of lack of such changes or due to a failure of the evaluative instrument. Other aspects of affective behavior were found to be influenced by the experimental treatment. (JR)

ED 077 758 SE 016 338

Brooks, Marshall Allen

A Comparative Study of the Relationship of Locus of Control, the Vertical Organization of the Elementary School and Science Achievement.

Pub Date 72

Note—131p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4804 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Elementary School Science, Instruction, Learning, *School Organization, *School Policy, *Success Factors
Identifiers—Research Reports

Reported is a study of the effects of locus of control and the school organization on science achievement of 122 students in non-graded schools and 181 students in graded schools. The dependent variable of the study was scores on the Stanford Achievement Test in Science and the independent variables were the student scores on the Children's Locus of Control Scale (CLOC) and the vertical organization of the school. It appeared that locus of control or a factor closely related to it did affect achievement in students who scored in the low group (externals) on the CLOC scale. Science achievement of graded students was significantly higher than non-graded students, indicating the existence of different levels of factual knowledge between students in the two types of schools. (EB)

ED 077 759 SE 016 344

Shymansky, James Andrew

A Comparative Laboratory Study of the Effects of Two Teaching Patterns on Certain Aspects of the Behavior of Students in Fifth Grade Science.

Pub Date 72

Note—136p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4700 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, *Instruction, Science Education, *Student Behavior, Teaching, *Teaching Procedures
Identifiers—Research Reports

Student behaviors associated with two sets of learning conditions in a fifth grade science program were investigated. The effects of student-structured learning of science (SSLS) and teacher-structured learning in science (TSLS) on classroom behaviors of the students were analyzed. Observational data of student behavior were collected daily by a team of observers using the SCAS Classroom Interaction Categories - Student Behaviors. The TAB test of inquiry skills was administered to the students at the beginning and conclusion of the study. The findings suggest that a non-directive approach to teaching elementary school science produces students who perform as effectively in the classroom as students exposed to a directive teaching approach. (Author/EB)

ED 077 760 SE 016 345

Smith, Ben Afon

Modern Elementary Science Curricula and Student Achievement.

Pub Date 72

Note—88p.; Ph.D. Dissertation, Western Michigan University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2519 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Gains, *Curriculum, Doctoral Theses, Educational Research, *Elementary School Science, *Science Education, *Teacher Background, Teacher Characteristics
Identifiers—Research Reports

Comparisons of the growth in science achievement of 2,000 elementary science students in six elementary science programs used in Southwestern Michigan were made. Relationships between students' ranking in class, the type of school, sex and growth in achievement were sought, as well as relationships among teacher variables (pre-service science training, post-baccalaureate training in science, perception of an experience with curriculum, experience in teaching) and growth in student achievement. Data were obtained with pre- and post-tests, using the science section of the Educational Development Series of the Scholastic Testing Service. Significant relationships were identified between growth in science achievement and type of curricula used, students' ranking in class, teachers' pre-service science training, teachers' post-baccalaureate training in science, and teaching experience. (EB)

ED 077 761 SE 016 371

Bethune, Paul P.

A Comparison of the Ability to Read a Standardized Science Test and a Revised Standardized Science Test with the Test Results as Interpreted through Practice in the Schools.

Pub Date 72

Note—132p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-5549 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Evaluation, *Reading Ability, Science Education, *Secondary School Science, *Test Construction
Identifiers—Research Reports

The study was designed to probe the changes that might occur in achievement test results if test items were made easier to read. The rewording of the test, the cross-validation of items by a panel, and the application of readability formulas to the reworded test gave, in theory, a comparable instrument. By agreement of readability formulas (Dale and Chall, SRA, Fry), the reworded test was easier to read. Of the 412 ninth grade students, 198 were given the revised Florida State-Wide Testing Program and 214 were given the reconstructed test. All were given the Comprehensive Test of Basic Skills. The findings seemed to indicate that making a test easier to read did not produce changes in the results of the test. (Author/EB)

ED 077 762 SE 016 375

Ralph, Ruth Olson

The Development and Analysis of an Instrument to Measure Attitudes About Science of Upper Elementary Pupils.

Pub Date 72

Note—149p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 73-9252 MF-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, *Evaluation, Science Education, *Science Tests, *Scientific Attitudes, *Student Attitudes, Student Science Interests

Identifiers—Research Reports, Science Attitude Scale

An instrument was developed to assess attitudes about science and administered to 505 fourth, fifth and sixth grade pupils. Attitudinal

objectives found in the literature were selected and defined in behavioral terms by a panel of judges. Items for the Science Attitude Scale (SAS) were based on selected objectives and revised to appropriate reading and content levels. The study demonstrated that attitudes about science of upper elementary school pupils can be measured with a self-report Likert-type scale. The results indicated: (1) teacher ratings of pupil attitudes was not a valid direct measure of pupil attitudes; (2) experienced teachers seemed to encourage the development of positive attitudes in science; and (3) few significant correlations were found among SAS sub-scale scores and standard achievement data, school science grades and aptitude. (Author/EB)

ED 077 763 SE 016 394

Perreault, Conrad Arnold

A Comparison of Indirectness in the Teaching of Science at the Elementary, Junior High, and High School Levels by Means of Interaction Analysis.

Pub Date 72

Note—94p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,990 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary School Science, *Instruction, *Interaction Process Analysis, Science Education, *Science Teachers, Secondary School Science, Teacher Background, Teacher Characteristics, *Teaching Methods

Identifiers—Research Reports
A comparison was made of indirect and direct verbal interaction of science teachers in elementary, junior high, and senior high school levels. Also analyzed were the mean ratios of indirectness compared to teacher experience, knowledge of curricula, and self-perception of teaching method. Data were collected by means of Flanders' Interaction Analysis Technique (FIA), as well as from teacher information sheets. The findings of the study led to the following conclusions: (1) the indirectness of teaching science in the elementary school differed from that of junior high and high school, (2) similarities existed in the indirectness of teaching of science at the junior high and high school levels, (3) the majority of the teachers who were familiar with the newer curriculum projects did not incorporate their philosophy into their teaching method, and (4) elementary teachers underestimated and junior high and high school teachers overestimated their degree of teaching indirectness. (Author/EB)

ED 077 764 SE 016 400

Beardslee, Edward Clarke

Toward a Theory of Sequencing: Study 1-7: An Exploration of the Effect of Instructional Sequences Involving Enactive and Iconic Embodiments on the Ability to Generalize.

Pub Date 72

Note—179p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-13,953 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, Fractions, *Instruction, *Instructional Materials, *Learning Theories, Manipulative Materials, Mathematics Education, *Research

Identifiers—Research Reports

The purpose of the study was to examine the effect of instruction using Dienes' perceptual variability principles on primitive generalization and mathematical generalization. The following was studied: the effect of achievement-to-criterion on one, two, or three non-symbolic embodiments of an objective using a selected class of variables on the achievement-to-criterion of a symbolic embodiment of a similar objective using an extended class and an isomorphic class of variables. Three instructional treatments in programmed format were devised for three sets of four objectives on the concept of equivalent fractions: T1, using an array of blue and red disks; T2, using the disks and an array of shaded and unshaded circles; and T3, using the disks, the circles, and partially-shaded rectangles. Seventy-

eight fifth- and sixth-grade students were selected; 49 were randomly assigned to the three treatments and received instruction on all three sets of objectives. Twenty-nine students were randomly assigned to the three treatments but received instruction on only one set of four objectives. The proportion of T1 students reaching criterion on a primitive-generalization test and a mathematical generalization test was not less than the proportion of T2 students reaching criterion on the tests; T2 was not less than T3. It was concluded that instruction using one, two, or three concrete embodiments of a concept had essentially the same effect on the ability to generalize the concept. (Author/MS)

ED 077 765 SE 016 401

Gau, Gerald Elmer

Toward a Theory of Sequencing: Study 1-6: An Exploration of the Effect of Instructional Sequences Involving Enactive and Iconic Embodiments on the Attainment of Concepts Embodied Symbolically.

Pub Date 72

Note—187p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-13,980 MF-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Elementary School Mathematics, Fractions, *Instruction, *Instructional Materials, *Learning Theories, Manipulative Materials, Mathematics Education, *Research

Identifiers—Research Reports

The purpose of the study was to examine the effect of instruction using Dienes' perceptual variability principle on the development of ability to operate with symbols in a meaningful way. The following was studied: whether an increase in the number of enactive and/or iconic embodiments of a concept utilized in an instructional episode will produce a corresponding increase in the proportion of students that reach criterion on a transfer test involving the symbolic embodiment of the concept. Three instructional treatments in programmed format were devised for three sets of four objectives on the concept of equivalent fractions: T1, using an array of blue and red disks; T2, using the disks and an array of shaded and unshaded circles; and T3, using the disks, the circles, and partially-shaded rectangles. Eighty-one students were selected and randomly assigned to the three treatments on all three sets of objectives (if pretest evidence indicated that had not achieved them) or on only one set of four objectives (which they had not achieved). The proportion of T1 students reaching criterion on the transfer test was not less than the proportion of T2 students reaching criterion on the test; T2 was not less than T3. It was concluded that instruction using one, two, or three enactive and/or iconic embodiments of a concept had essentially the same effect on the ability of average to above-average students to operate with a symbolic embodiment of the concept. (Author/MS)

ED 077 766 SE 016 403

Head, Jack

"Messing About" in ESS. An Inservice Training Handbook in Elementary Science Study (ESS) for Teachers of Kindergarten Through Eighth Grade. Instructor Guidebook.

Omaha Suburban Area Council of Schools, Gretna, Nebr. Science Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—86p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, Elementary Grades, *Elementary School Science, *Inservice Teacher Education, Instruction, Science Course Improvement Project, *Science Education, *Teacher Education, *Teaching Guides

Identifiers—Elementary Science Study, ESEA Title III
This handbook provides the elements of a teacher training program for Elementary Science Study, an elementary school science curriculum developed by the Education Development Center.

It contains a detailed description of the lessons that make up the teacher training program. Each lesson contains a description of the rationale for that lesson, a list of objectives, a definition of the activities which will assure attainment of the objectives, and a list of the instructional materials and resources. Evaluation tools are included which can be used to measure overall performance attainment of the training program. This work was prepared under an ESEA Title III contract. (Author/JR)

ED 077 767 SE 016 404

Pigge, Fred L. And Others

Final Evaluation Report, Exemplary Middle School Mathematics.
Bowling Green State Univ., Ohio. Office of Educational Research and Services; Gallion School System, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—261p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum, Evaluation, *Individualized Instruction, *Instruction, Mathematics Education, Middle Schools, Program Descriptions, *Research, *Secondary School Mathematics

Identifiers—ESEA Title III

The second year of a project to test whether student achievement in mathematics could be increased through restructuring the learning environment was evaluated. Seventh graders were randomly divided into classes receiving one of three instructional methods, all emphasizing individualized instruction: a team-teaching approach; a self-contained, one-teacher approach; and a technological approach using one teacher, one teacher aide, and programmed materials with 30 teaching machines (Didactors). The Stanford Arithmetic Achievement Test was used as a pretest and posttest. Results showed that the mean of the self-contained classes was significantly higher than the means of the team-teaching and the Didactor groups on arithmetic computations, concepts, and applications. The cost-benefit ratio of the self-contained classrooms was more positive than were similar ratios for the other two groups. There were no significant differences in pupil attitude toward arithmetic under any of the three approaches. This document also contains a list of behavioral objectives for the program, teachers' comments on instructional methods used, and observer reports. This work was prepared under an ESEA Title III contract. (DT)

ED 077 768 SE 016 405

Innovative Mathematics.

Siskiyou County Superintendent of Schools, Yreka, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Elementary School Mathematics, Inservice Teacher Education, *Instruction, *Low Achievers, Program Descriptions, *Remedial Mathematics, *Research, Teacher Education

Identifiers—ESEA Title III

The purpose of this project was to raise the mathematics skills of 100 mathematically retarded students in grades one through eight by one year through the development of an inservice strategy prepared by four teacher specialists. Also used in the study was a control group of 100 students chosen from the median range of stanines on pretest scores and from the same classes as the experimental groups. The Stanford Achievement Test for grades two through eight and the Wide Range Achievement Test for grade one were used as pretests and posttests. The four teacher specialists worked with 16 cooperating teachers who had in their classrooms students identified as mathematically retarded; a variety of teaching methods and media were identified and implemented with the students in the experimental group. Results indicated that while the control group showed an average gain in achievement of 1.0 on the tests, the experimental group showed an average gain of 1.3. This work was prepared under an ESEA Title III contract. (DT)

124 Document Resumes

ED 077 769 SE 016 408

Staff Utilization for Continuous Progress Education. Math. . . A K-8 Scope and Sequence.
Scottsdale Public Schools, Phoenix, Ariz.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—Curriculum, Curriculum Development, *Curriculum Guides, Elementary School Mathematics, Geometric Concepts, *Instruction, Instructional Materials, Mathematics Education, Measurement, Number Concepts, Units of Study (Subject Fields)

Identifiers—ESEA Title III
An outline is presented for the scope and sequence of the following topics to be covered in grades K-8: sets, operations, number theory, measurement, geometry, and number sentences. Details of a coding scheme for mathematics units, exemplary units for each level, and a description of the procedures used to correlate science and mathematics courses are included in this document. This work was prepared under an ESEA Title III contract. (DT)

ED 077 770 SE 016 409
Staff Utilization for Continuous Progress Education. Science . . . A K-8 Scope and Sequence.
Scottsdale Public Schools, Phoenix, Ariz.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Curriculum, *Curriculum Development, *Curriculum Guides, Educational Development, Elementary Grades, *Elementary School Science, *Science Education

Identifiers—ESEA Title III
The purpose of this bulletin is to describe briefly the materials developed by the staff of Pueblo Elementary School, Scottsdale, Arizona, in a program aimed at providing individualized instruction in a continuous progress setting. Although each of the curriculum guides developed by the staff differ somewhat according to subject area, grade level, or instructional procedure, all of them have common elements which are consistent with the stated philosophy and goals. The curriculum is concept based, with major concepts, principles, and generalizations identified in each subject area. Emphasis is placed upon student inquiry and individualized instruction. The units in this publication are: A Curriculum Overview, K-8 Scope and Sequence; Science Scope and Sequence by Grade Level; Health Education, Scope and Sequence; Four Representative Science Units Coded to Science Scope and Sequence; List of Science Units and Their Correlation with the Concepts and Processes; Science, Exemplary Unit for Level I (also Levels 4, 5 and 7); Physical Science and Math Correlation Sequence, Eighth Grade. This work was prepared under an ESEA Title III contract. (JR)

ED 077 771 SE 016 410
Staff Utilization for Continuous Progress Education. Math. . . Pretests and Posttests for Third and Fourth Grades.
Scottsdale Public Schools, Phoenix, Ariz.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—444p.

EDRS Price MF-\$0.65 HC-\$16.45
Descriptors—Curriculum, *Elementary School Mathematics, *Evaluation, Grade 3, Grade 4, *Instructional Materials, Mathematics Education, Number Concepts, *Tests

Identifiers—ESEA Title III, *Number Operations
This document is a collection of mathematics pretests and posttests for grades 3 and 4 on the topics of sets, place value, addition-subtraction, multiplication, division, multiplication-division, and fractions. Two forms for each test are provided plus answer keys. This work was prepared under an ESEA Title III contract. (DT)

ED 077 772 SE 016 412
Showalter, Victor
Unified Science Education Programs and Materials. Occasional Paper Series, Science Paper 10.
Science Education Information Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date May 73

Note—82p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Curriculum, Instructional Materials, *Integrated Curriculum, *Interdisciplinary Approach, International Education, *Program Descriptions, *Science Education

Identifiers—*Unified Science
This publication provides a current listing and description of programs, student instructional materials, and related literature in the field of unified science education. In Part I, international unified science programs are presented alphabetically by country, followed by United States programs listed by state. Each program description includes a concise abstract, the grade level range over which it operates, the instructional format and availability, the program type, the year in which the information was obtained, and names and addresses of the authors. Part II consists of abstracts of student instructional materials related to unified science education, and Part III is an annotated bibliography of the related literature. In addition to abstracts of the material, these sections provide information regarding the publisher, date of publication, number of pages, reference numbers for retrieval, and the source and cost of copies of the documents. (JR)

ED 077 773 SE 016 413

Witrock, M. C.
Recent Research in Cognition Applied to Mathematics Learning.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Feb 73

Note—37p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Discovery Learning, Instruction, *Learning, *Mathematics Education, Mathematics Instruction, Motivation, *Research Reviews (Publications)

This paper discusses recent research on cognition and its implications for mathematics education. Learning as a generative process, structural organization, processing of information, processes and structures, individual differences, brain research, higher-order processes, motivation, and delay-retention effects are discussed. (MS)

ED 077 774 SE 016 417

McDermott, Cecil W.
The Development of an Individualized Learning System for Students Studying Intermediate Algebra, Final Report.

Hendrix Coll., Conway, Ark.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-F-004
Pub Date Jul 73
Contract—OEC-6-72-0725 (509)
Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Algebra, Autoinstructional Aids, *College Mathematics, Curriculum, *Individualized Instruction, Instruction, Instructional Media, Laboratory Procedures, Mathematics Education, *Program Descriptions, *Research, Tutoring

An audio-tutorial learning system for college students studying intermediate algebra was developed by a member of the mathematics staff and was directed by student assistants. An analysis of covariance design was used to determine if students receiving help from student assistants did significantly better than those not receiving help. Results showed that when initial abilities in mathematics (as determined by Blyth Algebra pretest and College Entrance Examination Board scores) were held constant, the group receiving no help had a significantly higher Blyth Algebra posttest mean score. Both groups achieved significantly above the national average. (Author/DT)

ED 077 775 SE 016 429

Anderson, Ronald D.
Review of Research in Science Education for the Year 1971.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Apr 73

Note—75p.; Research Review Series, Science Paper 10

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$1.75)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *College Science, *Elementary School Science, Instruction, Learning Theories, *Research Reviews (Publications), *Science Education, *Secondary School Science, Student Characteristics, Teacher Education

The tenth paper of the Research Review Series, commissioned by the Science and Mathematics Education Information Analysis Center in cooperation with the National Association for Research in Science Teaching, provides an analysis of the documents released in 1971 which deal with science education research. The review is intended to: (1) provide a characterization of the current state-of-the-art and an examination of its key strengths and weaknesses as a guide for future research, (2) present a portrayal of the findings and conclusions of the research conducted in 1971, and (3) serve as a reference to studies conducted on a particular topic during 1971. Tables provide a categorization of the studies by topic, source, school level, and methodology employed. After outlining the reviewing procedure and general characteristics of the research, an analysis of the studies, illustrated by selected reports, is presented under the following headings: Instructional Procedures and Materials; Learning and Learner; Teaching and the Teacher; Methodological Studies; and Miscellaneous Topics. The bibliography contains 378 citations, mainly journal articles and unpublished doctoral dissertations. (JR)

ED 077 776 SE 016 442

Educational Objectives.
Hanover School System, Mass.
Pub Date 1 May 73

Note—49p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Objectives, *Educational Objectives, *Elementary Grades, English Education, Health Education, Mathematics Education, Pamphlets, Science Education, *Secondary Grades

Identifiers—*Hanover School System
This statement of educational objectives was produced during the 1972-73 school year by the cooperative efforts of the teaching staff of the Hanover School System, Hanover, Massachusetts. The objectives were formulated by teachers working as a total group and in 13 committees: Health, Business, Music, Vocational Education, Reading, Mathematics, Science, English, Library, Social Studies, Art, Foreign Languages, and Physical Education. The objectives are categorized and stated on two levels. First Level Objectives are broad statements of expected or desired outcomes and provide an orientation as well as a philosophical guide to the main emphasis of the total educational program. Second Level Objectives are more immediately obtainable than First Level Objectives, and are statements of roads to travel rather than terminal points. These objectives are arranged according to the specific subject matter areas. Third Level Objectives (behavioral objectives), which state expected student behavior in measurable terms, are not included in this publication. (JR)

SO

ED 077 777 SO 001 712
Challenges to the Disciplines: Contexts for the Liberal Arts.

Office of Education (DHEW), Washington, D.C.
Pub Date 21 Jun 70
Note—47p.; Report of a TTT Cluster Workshop, Miami, Florida, June 21-22, 1970
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Higher Education, Humanities, *Humanities Instruction, *Humanization, Intellectual Disciplines, *Liberal Arts, Teacher Education, Teacher Educators, *Teacher Workshops

Identifiers—*Training Teacher Trainers Project

This conference report begins with a statement of purpose and an outline of organization for the conference. Three topics—human development, studies for all men, and teachers and teaching—were related to the liberal arts, the humanities, and the disciplines and were to be brought to focus by three synthesizing reports after the completion of the conference. Of the two reports included here, John Zell's deals with the anxiety involved in change despite its desirability in humanizing the humanities. Paul Olsen deals with the act of teaching and its translation by purposeful action into a humanizing action; it speaks specifically of insights gained during a student strike over Cambodia. Reactions to both the content and the organization of the conference from the resource people in attendance completes the critical content of the report. Participant's names and daily schedules are appended. (JH)

ED 077 778 SO 004 347

Witzel, Anne

Chinese Immigrants and China: An Introduction to the Multi-Media Package on China.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Apr 69

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Chinese Culture, *Cultural Background, Educational Background, Films, Filmstrips, *Foreign Students, *Immigrants, Multimedia Instruction, Resource Guides

Identifiers—Canada, *China

The multi-media packages on the ethnic groups in Toronto are an attempt to introduce Toronto teachers, especially teachers of English as a second language, to some of the cultures and societies from which their students come. This paper is an introduction to the multi-media package on China. In the preparation of the guide certain themes and issues emerged. These themes and issues became the criteria for the selection of materials in the package and for the emphasis of the paper. The package gives only a sample of Chinese culture; the text is limited to provide a few reference points to encourage further exploration of Chinese culture, history, and society. Divisions in the guide are: China Now, Chinese Immigrants to China, Hong Kong and the Chinese Immigrant, and Chinese Culture. There is a brief list of primary sources used in the preparation of the guide, as well as a list of the contents of the multi-media package which includes books, audio-visual materials, and prints. Related documents are SO 004 349, ED 066 383, and ED 067 332. (OPH)

ED 077 779 SO 004 349

Mowat, Susanne Witzel, Anne

Greek Immigrants and Greece: An Introduction to the Multi-Media Package on Greece.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Cultural Background, Culture, Educational Background, Films, Filmstrips, *Foreign Students, *Immigrants, Multimedia Instruction, Resource Guides

Identifiers—Canada, *Greece

This is another of several multi-media packages on ethnic groups in Toronto that attempt to introduce Toronto teachers (especially those who teach English as a second language) to the cultures and societies from which their students came. An introduction to the multi-media package on Greece is given here. Sections included in the document are: Impressions of Greece; Climate, Geography, and People; Village Life: The Coffeehouse; "The Glory that was Greece..." and Modern History; and The People. A short bibliography is included followed by a listing of written materials and audio-visual aids to be used in the classroom. Related documents are: SO 004 347 and ED 066 384 and ED 067 332. (OPH)

ED 077 780

Sociology. Grades 4-9.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation.; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date 71

Note—105p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Cognitive Objectives, Concept Teaching, Elementary Grades, Guidelines, Intermediate Grades, Learning Activities, Measurement Instruments, Methods, Secondary Grades, Social Change, Social Development, *Sociology, Teaching Techniques

This Sociology Collection contains 32 objectives which are organized into the following sections: 1) The Method of Sociology; 2) Social Organization; and 3) Social Processes and Social Change. Limited to basic concepts and major terminology in the field and stated in operational terms, the objectives are classified for Grades 4-9. Three elements are included for each objective: 1) the objective; 2) six evaluation items; and 3) the answers or criteria for judging the adequacy of student response. Also included in this collection are a glossary of important terms with definitions in a vocabulary more comprehensible to a student than the vocabulary used within the objectives written for teacher's use, and a brief listing of tests and semi-technical literature consulted during the development of the collection. (Author/SHM)

ED 077 781

SO 005 049

The Cities: A Problems Course. Units I-VII and Reference Section.

Colorado Univ., Boulder. Center for Education in the Social Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—541p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—Activity Units, City Planning, *City Problems, Economic Disadvantage, Inquiry Training, Pilot Projects, Secondary Grades, Social Discrimination, *Social Studies Units, *Urban Studies

This urban studies course, a pilot version, is designed to help high school students understand concerns and problems in contemporary American cities. Viewing the city as a total environment, students delve into the dynamics of a city, relating people to the form of a city, develop a useful concept of the urban complex, and identify urban problems. Activities and discussions involve students in critical thinking skills and, moreover, focus on the affective realm. Rather than being concerned with factual data, materials are comprised of thematic poems, ideas, excerpts from magazines and journals, questions, and author input. The positive aspects and rewards of living in the city are discussed along with the problems. Seven social studies units are entitled: What is a City; Prejudice; Poverty; The Inner and Outer City; Government; and Education; and are accompanied by a reference booklet, giving footnote information for the combined units, and a personal/social action booklet. (SJM)

ED 077 782

SO 005 551

Bibliography of Contemporary American Indian and Eskimo Arts and Crafts.

Minneapolis Public Schools, Minn. Task Force on Ethnic Studies.

Pub Date 68

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, *Annotated Bibliographies, Art, Cultural Education, Eskimos, Ethnic Groups, Ethnology, Folk Culture

This annotated bibliography comprised of 70 citations is another in the series produced by the

SO 004 797

Minnesota Public Schools and has as its main topics the arts and crafts of contemporary American Indians and Eskimos. The first section contains citations of overview-types of books and pamphlets on the arts and crafts. The second section is divided into regional areas. The citations are listed in alphabetical order by author under the topics and contain publisher information as well as number of pages and plates. Books available in less expensive paperback editions are marked. Several other documents related to this one are: SO 005 543, SO 005 545, SO 005 547 through SO 005 549. (OPH)

ED 077 783

SO 005 619

Bremer, James Walter

Advanced Placement Programs and Economics. Including a Case Study: Formulating an Advanced Placement Program in Economics in Orange County, California.

California State Coll., Fullerton. Center for Economic Education.

Pub Date Sep 68

Note—63p.

Available from—Center for Economic Education, California State College, Fullerton, California (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accelerated Courses, *Advanced Placement Programs, College High School Cooperation, *Economic Education, Feasibility Studies, High School Curriculum, Secondary Education

Identifiers—College Entrance Examination Board
In Spring 1967, the "Leadership Group of High School Teachers of Economics" in Orange County, California, expressed interest in developing an Advanced Placement Program (APP) in Economics. They were concerned that students from the stronger secondary school economics programs would find introductory college economics repetitive. This concern launched a project to investigate the feasibility of an APP in economics for secondary schools in Orange and Los Angeles counties. The findings of this investigation are presented in this report. In this study, APPs are defined as college level courses of study taught at and by the high school. Chapter I of this report looks at the nature and objectives of APP. In the second chapter, the College Entrance Examination Board APP, and selected non-high school focused APPs are looked at. The criteria for and status of APPs in Economics are discussed in Chapter III. The final chapter sets out general characteristics of APPs adapted for application to programs in economics; the role of the college; steps in establishing an APP in economics in Orange County. Appendices include: a survey to assess feasibility of an APP in economics in Orange County; and the results of the Fair Enterprise Medallion Contest, which suggest that high-ability students from local schools can meet the standards applied to college students in Introductory Economics, and that the high schools and their teachers are able to train them. (JH)

ED 077 784

SO 005 624

Greene, Maxine

Identities and Contours: An Approach to Educational History.

Pub Date 73

Note—20p.; Paper presented at the Annual Meeting, American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Literature, *Educational History, *Educational Objectives, *Educational Philosophy, Educational Theories, *Educational Trends, Individualism, Literary Analysis, Progressive Education, Self Expression, *Socialization

Identifiers—*American Educational Research Association, Dewey (John)

The expression of individual freedom and fear of the impairment of that freedom, two themes frequently found in modern American literature, can also be applied to a discussion of educational history. Today's "revisionist" historians condemn the progressive of Dewey's persuasion, who sacrificed the individual to socialization and the institution of American education, and espouse Paul Goodman's and Theodore Roszak's ideas about the individual's survival in spite of society. The author sees the "revisionists", trapped by their fear of loss of freedom, denying socializa-

tion in a gesture of revolt; she finds similar themes in American literature. Acceptance of the reality of socialization, a contour that must form every individual's life, would provide a balanced view of education and life. She emphasizes the normal tension between freedom and social exigencies, which would require a change from revisionist revolt and negativism but a retention of individual and social awareness. (JH)

ED 077 785 SO 005 627

Meisel, Carol A. Haller, Emil J.
Classroom Practices and the Development of Political Efficacy.

Pub Date Feb 73

Note—25p.; Paper presented at the Annual Meeting, American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Participation, Educational Research, Elementary School Students, *Individual Power, Political Attitudes, Political Influences, Political Power, *Political Socialization, Power Structure, Self Concept, Statistical Analysis, *Student Attitudes, Student Opinion, Student School Relationship

Identifiers—Canada, *Political Efficacy, School Efficacy

A model based on the theory that classroom interaction and the political content of class discussion are the means to achieving a sense of political efficacy is tested on Canadian elementary students. Classroom participation, classroom politicization, sense of school efficacy, political knowledge, various personal characteristics, as well as sense of political efficacy are measured to ascertain their relative influences on the last variable. The results show class participation having no reliable affect. Personal characteristics, especially grade level, and classroom politicization do influence a student's accumulation of political knowledge. Grade level has an independent affect on school efficacy as, to a lesser degree, does political knowledge. The culminating influence of school efficacy outweighs that of political knowledge in shaping a student's sense of political efficacy, and though the two appear as the most important variables, the greater influence of school efficacy overwhelms the original hypotheses of the importance of classroom interaction. (JH)

ED 077 786 SO 005 633

Educational Policy and Planning. Germany.
Organisation for Economic Cooperation and Development, Paris (France). Directorate for Scientific Affairs.

Pub Date 72

Note—299p.

Available from—Organisation for Economic Cooperation and Development, Directorate of Information, O.E.C.D., 2, rue Andre-Pascal, 75775 PARIS CEDEX 16, France (\$6.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Organization, *Comparative Education, Developed Nations, Educational Change, *Educational Development, *Educational Planning, *Educational Policy, Educational Programs, Educational Research, Educational Resources, *Educational Status Comparison, Educational Trends, Summative Evaluation, Surveys, Tables (Data)

Identifiers—*Germany

This background report is an examination of the development of the educational system in Germany. Part I is an explanation of the basic federative structure of the Federal Republic and the resulting competencies and responsibilities for the educational system. State regulations provide the primary point of departure in the description of the educational system in Part II, because in the Federal Republic the schools and universities are established and maintained for the greater part by state and local authorities. Future perspectives in educational development are outlined in Part III, and a quantitative analysis in statistical form is presented in the final section of the report. (Author/SHM)

ED 077 787 SO 005 639

The Bridge. A Newsletter of the Center for Education in the Social Sciences.
Colorado Univ., Boulder. Center for Education in the Social Sciences.

Pub Date Feb 73

Note—6p.

Available from—Center for Education in the Social Sciences, University of Colorado, Social Science Building, 970 Aurora Street, Boulder, Colorado 80302 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Newsletters, Objectives, Projects, Relevance (Education), *Social Sciences

Identifiers—*Colorado

This newsletter focuses on brief descriptions of current projects which are directed toward meeting the stated goals of the Center for Education in the Social Sciences, University of Colorado (CESSUC). These activities include: Urban Problems Course, Summer Resource Personnel Workshop, Protocol Materials Development Project, Academic Year Institute, In-Service Institute, American Historical Association History Education Project, and a Seminar on Social Science Teaching. An editorial by John R. Carnes, Professor of Philosophy, is a commentary on "The Irrelevance of Education." (SHM)

ED 077 788 SO 005 640

A Study of Elementary and Secondary Social Studies Textbooks: Part I, The Textbook Report; Part II, The Textbook Reviews.

Michigan State Dept. of Education, Lansing.

Pub Date 73

Note—174p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Pluralism, Elementary Grades, Literature Reviews, Research Projects, Resource Guides, Secondary Grades, *Social Studies, State Departments of Education, Textbook Bias, Textbook Content, *Textbook Evaluation, *Textbook Research, *United States History

Identifiers—*Michigan

This study of social studies textbooks is an evaluation of twenty-five elementary and secondary level books in order to determine the extent to which they adequately reflect the multi-racial, multi-ethnic and pluralistic nature of our society, both past and present. Part I includes a full description of the study: its background, the methodology used, and a description and discussion of the results. Part II contains the complete set of textbook reviews upon which the findings in the report are based. Each of the textbooks included in the study is reviewed and rated by three individuals. (Author/SHM)

ED 077 789 SO 005 641

Anderson, Norman H.

Mathematical Theory of Attitude and Opinion Formation Based on High School Civics and History. Final Report.

California Univ., San Diego. Dept. of Psychology. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0173

Pub Date Oct 72

Contract—OEC-9-71-0031(508)

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Changing Attitudes, Civics, Experiments, Graphs, History, *Mathematical Models, *Opinions, *Political Attitudes, Political Socialization, Presidents, Research, Research Methodology, Secondary Grades, *Social Attitudes, Statistical Data

Identifiers—*Information Integration

Four experiments designed to study attitudes toward United States Presidents are described. The project uses the conceptual framework and methodology of a mathematical theory of information integration to compile information on attitudes and opinion formation based on high school civics and history courses. Results of the research findings of each experiment are summarized in graphic form. (SHM)

ED 077 790 SO 005 642

Art Education: Elementary.

National Art Education Association, Washington, D.C.

Pub Date 72

Note—230p.

Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Affective Objectives, *Art, *Art Education, Behavioral Objectives, Books, Elementary Education, *School Community Relationship, Teacher Role, Teaching Techniques

This report, written by a task force of specialists in elementary art education, focuses on potentials and problems confronting art educators as they identify their roles and directions in elementary schools. Emphasis is upon involvement on the part of teachers, administrators, and community cultural resources in developing an effective art program which regards art as integral to the total elementary school program. The book is arranged into three major chapters. In chapter one the broad concerns, objectives, and rationale for the teaching of art is related to the individual, the culture, and community are introduced. Although the major portion of chapter two is devoted to discussing several current teaching approaches, the history of art education in the United States is also reviewed. Chapter three deals with art in the elementary school and the community. Roles of the elementary art specialist, teacher, and supervisor of art, suggestions for improving and changing the program, and art in special education are discussed. The last portion of the book emphasizes ties between the school and community in developing an elementary art education program. Related documents are SO 005 643 through SO 005 645. (SJM)

ED 077 791 SO 005 643

Art Education: Middle/Junior High School.

National Art Education Association, Washington, D.C.

Pub Date 72

Note—131p.

Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Affective Objectives, *Art, *Art Education, Behavioral Objectives, Books, Creativity, Junior High Schools, Middle Schools, *School Community Relationship, Teacher Role, Teaching Techniques

Art education, examined in this report written by a task force of art educators, focuses upon roles of art educators, problems, purposes, and future potential and directions of quality art education in the middle and junior high schools. Three chapters comprise the book. Art in relation to the individual, community, and culture is discussed and expected outcomes of an art program are outlined in the introductory chapter. In chapter two some teaching strategies in a quality art program are provided. Chapter three analyzes art in the school in general and more specifically examines the roles of art teachers, supervisors, and administrators. Other sections deal with creativity, curriculum, and art history. Art in the community in relation to resources outside the school, alternative teaching arrangements, and careers in art comprise the final chapter. For related reports on art education at other grade levels see SO 005 642. (SJM)

ED 077 792 SO 005 644

Art Education: Senior High School.

National Art Education Association, Washington, D.C.

Pub Date 72

Note—102p.

Available from—National Art Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$4.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Affective Objectives, Alternative Schools, *Art, *Art Education, Behavioral Objectives, Books, Educational History, Educational Trends, *School Community Relationship, Secondary Education, Teaching Techniques

In this book a task force of art specialists report on art education as integral to a total school program. Emphasizing the need for art education to play a more dominant role in the education of all students, the three chapters discuss and examine problems and the direction of quality art education in high schools. Chapter one discusses art and the individual, the culture, and the community and outlines outcomes of art programs. The first part of chapter two briefly surveys the history of art education, and identifies emerging trends. The major and remaining portion suggests techniques that include student-oriented, interdisciplinary, behavioral objective, perceptual, experiential, and artist-in-residence approaches toward the teaching of art. Art in the secondary

school and the community are discussed in chapter three. Aspects of teacher education, the learning environment of the public school in relation to time, space, and numbers, change in art education, and finance for art programs comprise the first section of the final chapter. The last section deals with art in the community, suggesting alternative approaches to art education, and ways that the school can incorporate community resources to enrich the art program. For related reports on art education at other grade levels see SO 005 642. (SJM)

ED 077 793 SO 005 647

Norris, William R.

Conceptual Systems, Skill of Questioning, and Task-Oriented Microteaching.

Pub Date 21 Nov 72

Note—25p.; Paper presented at the annual meeting of the National Council for the Social Studies (Boston, Massachusetts, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, Bibliographic Citations, Cognitive Processes, Conceptual Schemes, Expectation, *Grouping (Instructional Purposes), *Interaction, Interaction Process Analysis, *Learning Characteristics, Matched Groups, Microteaching, Models, Questioning Techniques, Research Design, Research Methodology, *Research Projects, Speeches, Tables (Data), Teaching Methods, *Teaching Techniques

Identifiers—*National Council for the Social Studies

Discovery of which learner characteristics or aptitudes interact with different methods of instruction is the objective of this research study. A model is used to match the cognitive, motivational, value, and sensory orientations of the student with forms of presentation considered compatible with characteristics of the learner. Description of the research design precedes an analysis of the results of the study. Tables and figures graphically summarize the findings. (SHM)

ED 077 794 SO 005 649

Danzinger, Carl

Community Research Techniques.

Multi-District Inst. for Political Education, Pitman, N. J.

Pub Date 1731

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Study, Community Surveys, Guides, Methods Research, Models, Political Issues, Question Answer Interviews, Questioning Techniques, Research Design, *Research Methodology, Research Problems, Social Problems, Social Sciences, *Student Research, Techniques

Techniques of sociological research—defined as the assembly, organization and interpretation of facts that help explain human activity—are described in this guide to community research strategies. In Part I of the booklet some basic aspects of research are examined, illustrating procedures of stating and examining a research problem. The scope is narrowed in Part II to the problem of community research and suggestion is made of a variety of ways in which to gather information for research purposes. Appendices include an outline of questions involved in sociological research and examples of questionnaires and interview techniques. (SHM)

ED 077 795 SO 005 654

Press Conference with Elliot L. Richardson, Secretary of HEW.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 18 Jan 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Role, Educational Programs, Federal Government, *Federal Legislation, *Federal Programs, Futures (of Society), Government Role, Health Programs, *National Programs, *Program Coordination, Social Problems, Social Responsibility, Social Welfare, Welfare Services

Identifiers—*Department of Health, Education, and Welfare

Two documents were released to the press on January 18, 1973, by Secretary Richardson, one summarizing his term of office as Secretary of Health, Education, and Welfare, and one report-

ing on HEW potential for the seventies (SO 005 666, SO 005 699). In an introductory statement prior to the press conference, the question of whether or not we as a society can manage our human resource development is raised. The crisis of performance within our institutions, of resources, of equity, and of control, has become a crisis of confidence. A new approach to HEW and to social problem solving is seen as necessary. Progress made in educational legislation, in social security benefit increase, and in other social reform legislation indicates that the department has benefited from changes in planning and management. Questions raised by the press dealt with revenue sharing, states' responsibility, comparisons between this and other countries' social welfare programs, desegregation, educational funding, mental health, medical research funding, and HEW administrative policies. In his answers, Mr. Richardson placed emphasis on progress made in legislation, further program achievements needed, and in the need for evaluation of programs at all levels to ensure efficiency in planning, in placing priorities and in continuation of efforts. (JMB)

ED 077 796 SO 005 655

Report of Programme Commission III (Social Sciences, Humanities and Culture).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 17 Nov 72

Note—69p.; UNESCO General Conference, Seventeenth Session, Paris, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Cooperative Programs, Cultural Awareness, Cultural Background, *Culture, Developed Nations, Developing Nations, *Educational Programs, *Humanities, Intercultural Programs, International Education, International Organizations, *International Programs, *Social Sciences

Identifiers—International Cooperation

At the Unesco General Conference, Seventeenth Session, held in Paris in 1972, Programme Commission III (for Social Sciences, Humanities, and Culture) devoted seventeen meetings to a debate on the main lines and general issues which concern the development of these disciplines. Three major aims for 1973-74 are: to increase understanding of how to improve the quality of life, to forge improved links between governments and those at the frontiers of knowledge, and to improve contacts with the general informed public. The major topic was a detailed consideration of the draft programme and budget for 1973-74 and of the draft medium-term outline plan for 1973-78. Delegates from member countries spoke on the following: philosophy and interdisciplinary co-operation; social sciences; studies and development of cultures; preservation and presentation of cultural heritage; standards, exchanges of information, training, research, and the development of museums; and measures for preserving and safeguarding national cultures as the objective foundation for mankind's cultural progress and the development of international cultural links. Recommendations for programme objectives and implementation are contained in an Annex to Report 17 C/97. (JMB)

ED 077 797 SO 005 657

Troyer, Maurice E. And Others

Purposes, Processes and Consequences of Three Spaced 1-Unit Seminars on the Nature and Meaning of Values.

Pub Date 73

Note—7p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Higher Education, *Research, Seminars, Student Attitudes, *Values

Identifiers—*American Educational Research Association

This paper reports a direct approach to the study of values in three one-unit required courses conducted with first term freshmen, third term sophomores and second term seniors at the International Christian University in Japan. Objectives of the study were to provide opportunities for students to: 1) identify the substance, range and focus of their value pattern; 2) examine their values against prevailing and emerging politico-economic, religious-ethical and secular ideolo-

gies; and 3) clarify, test and reshape their value patterns through group discussion and individual analyses. Three inventories were used: Thirteen Secular Ways of Living; Six Politico-Economic Ways of Living; and Nine Religious-Ethical Ways. Each "Way" was a value pattern (a group of related beliefs with a focus) which was rated on a seven point scale and then ranked within each inventory from closest to and farthest from the student's stance. Data from the three classes are longitudinal to the extent that freshmen data include responses of sophomores. But this report is limited to changes in intercorrelation between value patterns from freshmen to senior years on the inventories. Findings show that there were 21 significant intercorrelations between the 28 ways for first term freshmen, 49 for third term sophomores and 66 for second term seniors. (Author/SJM)

ED 077 798 SO 005 658

Hammer, Eliot R.

Public Education as an Approach to Future Planning for Pollution Abatement.

Pub Date 27 Aug 72

Note—11p.; Paper presented at the Annual Meeting, Rural Sociological Society, August 27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Citizenship Responsibility, *Educational Needs, Environmental Criteria, *Environmental Education, Environmental Influences, *Health, Physical Environment, *Pollution, Public Affairs Education, *Public Opinion

One approach to the abatement of pollution is that which stresses that an informed public will, because of an altruistic motive termed "civic responsibility," control the disruption of the environment, before such disruption reaches a perceived 'crisis' state. This paper discusses the public approach to pollution abatement in terms of long-range or future planning. Studies conducted to determine public attitude reveal that awareness of pollution varies to an extensive degree; the presence of pollution does not insure that the public is aware of the full extent of environmental disruption or potential hazard. Lack of communication between the public and scientific experts may be a result of incomplete data, of government control, or of failure to interpret technical jargon. These issues are further complicated by a lack of civic responsibility: when individuals are aware of pollution, failure to report it or complain about it is due to: 1) poor attitudes about any response to a report; 2) a lack of public leadership; and 3) a lack of knowledge about where to register reports. Pollution abatement will only be effective through coordinated efforts of planning and implementation by public leaders and any change will be gradual. (Author/JMB)

ED 077 799 SO 005 659

Margulis, Harry L.

Geographical Data Conceptualization: An Approach to Student Understanding.

Pub Date 26 Oct 72

Note—12p.; Paper presented at the Annual Convention, National Council for Geographic Education, Milwaukee, October 26-28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Teaching, *Geographic Concepts, *Geography Instruction, Map Skills, Speeches, Thought Processes

Identifiers—*National Council for the Social Studies

Structuring geographical concepts so that they are intelligible to an uninitiated student is a recurrent problem in geography teaching. The subtle interrelationships between map distributions and analytical procedures are not intuitively clear, nor is it plainly evident that concise map analyses depend upon specific measures of distributions. This paper is concerned with the development of a thought process which introduces and leads students to a more thorough understanding of geographical phenomena, conceptualization, and generalization. Specifically, it is concerned with data presentation, analyses, and the generalization of the phenomenal content of earth space through the use of traditional geographical modes of thought. Thirty five millimeter slides of the graphics which accompany this paper are available to interested parties from The Department of Geography, Rutgers University, Newark, New Jersey 07102. (Author)

ED 077 800

SO 005 665

Henderson, George, Ed.

Education for Peace: Focus on Mankind.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 73

Note—237p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, North West, Washington, D.C. 20037 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Education, Futures (of Society), Humanism, *Humanization, International Education, *Peace, Social Behavior, War, World Affairs

Identifiers—Worldmindedness

This 1973 yearbook, designed for educators, parents, and other readers, aims to inform about issues of war and peace; prod toward teaching about peace; and encourage people to seek and live peaceful lives. Major emphasis is on presenting literary references and statistical data that can form a foundation for individuals who are trying to be effective peace educators. Each chapter focuses on schools and those who administer and teach in them, but stress is on concern for students and the impact that their school experiences have upon the ultimate realization of a peaceful world order. The book is arranged into nine chapters with ten authors providing insightful understanding toward the general theme of education for peace. In addition to a brief prologue, chapters focus on factors contributing toward violence in individuals and institutions; children and young students who respond to questions about ways in which they conceptualize peace; problems and forces operative in relation to peace and education for peace; the central role of international and cross cultural experiences in peace education; the rationale and goal definition for developing curriculum trends in peace education for the 1970's; parents' roles in peace education; and the man-in-society theme as it relates to the contemporary world and as projected into the future. Appendices offer additional sources of reference. (Author/SJM)

ED 077 801

SO 005 666

Statement by Elliot L. Richardson on his tenure as Secretary of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date 18 Jan 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Drug Legislation, Educational Legislation, *Educational Programs, Federal Aid, Federal Government, Federal Legislation, *Federal Programs, Health Personnel, *Health Services, National Programs, *Program Effectiveness, *Social Services, Social Welfare

Identifiers—*Department of Health Education and Welfare

Progress made in DHEW during 1970-72 has been directed toward a more responsible government in meeting a broad range of human problems through better internal coordination, planning, and management accountability. The reforms and legislation enacted are summarized here. Management effectiveness was achieved by formal policy making and accountability structures, by the establishment of an Executive Secretariat to encourage intradepartmental coordination and communication, and by programs directed toward educating and upgrading employees. National educational programs include: The Education Amendments of 1972, the establishment of the National Institute of Education, advancements in career education, in the Right to Read Program, in school assistance grants, aid to black institutions, and the Educational Opportunity Act. Social services have been restructured to provide for greater efficiency in administration of services and income payments. Social Security benefits have increased, and the supplementary Security Income Program provides minimum income for the blind, disabled, and aged poor. Health programs include comprehensive health manpower reform legislation, a continuing Federal commitment to strengthening biomedical research, the National Cancer Act of 1971, a National Hypertension Program, nursing home standards reforms, health insurance proposals, and the Drug Abuse Office and Treatment Act of 1972. (JMB)

ED 077 802

SO 005 674

The Advisory and Learning Exchange Newsletter.

Advisory and Learning Exchange, Washington, D.C.

Spons Agency—Eugene and Agnes E. Meyer Foundation, Washington, D.C.; Ford Foundation, New York, N.Y.; Hattie M. Strong Foundation, Washington, D.C.; New World Foundation, New York, N.Y.

Pub Date Feb 73

Note—8p.

Available from—Advisory and Learning Exchange, 1133 15th Street, N.W., Suite 100, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Services, *Learning Processes, *Newsletters, *Workshops

This monthly newsletter aims to encourage, organize, connect, and facilitate learning and growth experiences for those persons in the greater Washington, D.C. community. Although the newsletter would be of particular interest to teachers, it is also designed to serve parents, administrators, students and the community. The primary purpose of the newsletter is to announce upcoming workshops, seminars, and lectures concerning the learning process in general offered by the Advisory and Learning Exchange. Typical issues include announcements concerning sessions on topics ranging from group dynamics, to recycling junk for classroom use, to field trips for teachers. Also included in each issue are a brief news section on workshops, lectures, and exhibits in Washington and other areas offered by other organizations; notes on current books available from the library; and other general notes of interest to readers. Annual subscriptions are free to those who request to be placed on the mailing list; however, contributions would be appreciated. (SJM)

ED 077 803

SO 005 676

Newsletter. Social and Human Forecasting.

Istituto Ricerche Applicate Documentazione e Studi, Rome (Italy).

Pub Date 72

Note—34p.

Available from—Newsletter, Social and Human Forecasting, Irades - Istituto Ricerche Applicate Documentazione e Studi 6, Via Paisiello, 00198 Roma

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Futures (of Society), Humanities, *Information Networks, International Organizations, *Newsletters, Prediction, Research, Social Change, Social Planning, Technological Advancement, *World Affairs

The newsletter is not only a means of information on social and human forecasting but, moreover, a way of world intercommunication on the topic. Typical issues include current announcements and information (written primarily in English but also in other languages with English translations provided) on: 1) aims, intentions, and activities of organizations in numerous countries; 2) intentions and change of addresses for individuals researching the future; 3) meetings, courses, lectures, exhibitions announcing forthcoming events; 4) activities of ongoing research and studies; and 5) a list of recent publications. For the most part, a contact address for further information is given for each organization, individual, event and activity. For additional information about the newsletter contact Newsletter, Social and Human Forecasting, Irades - Istituto Ricerche Applicate Documentazione e Studi 6, Via Paisiello, 00198 Roma. (SJM)

ED 077 804

SO 005 678

Capron, Barbara Haley, Frances

Social Studies Labs: Enfield's Exciting Alternative.

Profiles of Promise 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—4p.; Issue No. 2

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—After School Programs, *Educational Innovation, Environmental Education, *Laboratories, *Learning Laboratories, Secondary Grades, *Social Studies, Student Developed Materials, Student Interests, Student Projects

Identifiers—Connecticut, *Enfield, Local History, Profiles of Promise

The social studies labs described in this profile are non-classrooms where kids come during study halls or after school. There are no teacher assignments and no required content. Faculty people serve the labs as participants and advisors. Students develop lab carts, work in the Living History Center, review curriculum materials in the Materials Analysis Center, engage in research and develop materials on the environment, and assist in the lab publication program. The lab cart program is most successful. A lab cart looks like a bookcase on wheels, and contains books, periodicals, filmstrips, descriptions of human and community resources, slides, and a slide-tape presentation that serves as an overview of the topic. The Living History Center, has student-developed audiovisual units focusing on aspects of Enfield's history. In the Curriculum Materials Analysis Center, new and revised materials are reviewed by student-teacher teams and rated for interest, accuracy, objectivity, relevance and value. Dig-Discuss-Do is an action-oriented program concerned with improving local and national environmental quality. Equipment and space for the labs are located in one room of the social studies department at each high school. All decisions are made jointly by students and faculty as a team. Over 200 students are involved in the labs on a voluntary basis—Enfield personnel think of this as an indicator of success. (A short listing of other resources for information on this program conclude the profile.) (JLB)

ED 077 805

SO 005 679

Kleiman, Stanley Haley, Frances

III Annual Dade County Social Studies Fair. Profiles of Promise 3.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Note—4p.; Issue No. 3

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Expositions, Interdisciplinary Approach, School Community Cooperation, Secondary Grades, *Social Sciences, *Social Studies, Student Participation, Student Projects

Identifiers—*Dade County, Florida, Profiles of Promise

In the one-day annual Fair, students from junior and senior high schools in Dade County participate in a variety of activities including displays, slide shows, plays, films, debates, and a college bowl competition. The events provide opportunities for students to demonstrate their knowledge and skills in the social studies and exchange ideas with students from other schools. The theme for 1972 was Youth in Action, and topics for the entries were in the areas of geography, history, civics, sociology, psychology, and contemporary affairs. Several portions of the Fair were broadcast on the school system's radio station WTHS-FM. The Dade County Social Studies Council sponsors the Fair. In existence for several years, the Council is composed of student representatives from participating schools. It was organized to plan activities that would permit students to meet and discuss the social sciences and current issues with fellow students. Over 30 schools now participate in the Council and the Fair. This year's budget for the Fair will be approximately \$1,000 with a significant part of this amount supplied by donations from the community. A unique aspect of the Fair is that a student organization from an entire school district plans and conducts the event. Because they come from diverse backgrounds, the students must quickly organize and learn to work together to plan a successful Fair. James Fleming, Social Studies Consultant for the Dade County Public Schools,

serves as a club sponsor, and teachers from Dade County Public Schools serve as advisors to clubs in their schools and assist their students with Fair projects. (Relevant ERIC documents are listed at the end of the Profile.) (JLB)

ED 077 806 SO 005 680

Thompson, Albert R. And Others

Cross-Age Teaching in the Social Studies. Profiles of Promise 4.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Wisconsin Library Association, Madison.

Pub Date [72]

Note—4p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Educational Innovation, Elementary School Students, High School Students, Program Descriptions, *Social Studies, Tutoring

Identifiers—Cherry Creek Schools, *Mutually Aided Learning, Profiles of Promise

The Mutually Aided Learning (MAL) program in Cherry Creek School District, Englewood, Colorado, is a special program that high school students take for credit. Planning for the general program began a year before the course was to be taught. The program, now self-supporting, has two major expenses—released time for the elementary and secondary teachers, and transportation for the high school students to the elementary schools. No special teaching materials or building facilities are required. With the cooperation of the high school and elementary teachers, the high school students plan social studies units at the beginning of each six-week period. The major topic is introduced, and the high school students then work with small groups of elementary students to study the topic in depth. Major needs that can be met through MAL are: 1) high school students have more opportunities to apply their knowledge than are usually provided in the secondary curriculum; 2) elementary children receive more individual instruction and begin to learn at a rate nearer to their potential; 3) high school students explore their feelings and attitudes toward working with elementary children; and, 4) the improvement of communications and work relationships between the elementary and secondary schools. Evaluation results indicate that the high school students have a lower absence rate during the semester in MAL; and there is a slight improvement in the overall grade point average for these students. (JLB)

ED 077 807 SO 005 681

Sandell, Stephen Haley, Frances

The New City School. Profiles of Promise 5.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Wisconsin Library Association, Madison.

Pub Date [73]

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Community Involvement, *Community Study, *Educational Innovation, Environmental Education, Futures (of Society), Humanities, Mass Media, Open Education, Program Descriptions, School Community Cooperation, Secondary Grades, Social Action, *Social Studies, Student Centered Curriculum, Television, *Urban Education

Identifiers—*New City School, Profiles of Promise

Students and faculty of the New City School are housed in a single open room of a reconditioned building in an industrial area of St. Paul. Students come from St. Paul's neighborhood high schools, night school, and Open School. They may attend a nine-week session in the morning or afternoon for 2 1/2 hours. The eleven permanent staff members are assisted by a host of community volunteers, ranging from community members

attending a neighborhood storefront college to a consultant experienced in making movies and videotapes. The curriculum is designed to encourage personal responsibility for individual actions and to provide a situation where there are real consequences to student choices and actions. Programs are offered in three major areas: 1) The People's Co-op, which focuses on community involvement; 2) Mass Media/TV Workshop, designed to provide students with the necessary scientific tools to understand the environment and to instill in them a social commitment to use such tools in attempting to solve environmental problems. Each student who enters the School chooses which course of study he will pursue. After the first week, he writes his personal goals for the course. The student and teacher together review these goals and evaluate progress toward reaching them. (JLB)

ED 077 808

SO 005 685

Clarke, Peter

Introducing Children to the Symphony: Experimental Study of Pre-Concert Preparation. Final Report.

Washington Univ., Seattle. Communication Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Bureau No—BR-8-0443

Pub Date Aug 72

Grant—OEG-9-9-570443-0035(057)

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Changing Attitudes, Grade 9, Grade 10, Music, *Music Appreciation, *Music Education, *Research, Secondary Education, Student Attitudes

Identifiers—*Symphonies

This field experiment examined three responses of ninth and tenth grade students to attending symphony performances at school. Responses were attitudes toward the performance, later information seeking about the art form, and interest in obtaining a recording of symphonic works offered four weeks after the concert. Preconcert experimental manipulations were hypothesized to increase levels of these responses. The main feature of manipulations was distribution of 45 r.p.m. recordings of concert excerpts with a suggestion that students might enjoy listening to the records with friends or family before attending the performance at school. Ten junior and senior high schools were assigned randomly to the three treatment conditions—control, mail distribution and class distribution. Questionnaires were group administered to respondents two days after they had had an opportunity to attend a school concert. The record offer was mailed to respondents at home 30 days after the performance. Results show that the experimental records have the same effects, regardless of distribution method. However, record distribution did not achieve the desired effect of increasing respondents' perception of other persons in their social environment who were thought to enjoy symphonic music. Most important, distribution of records had a clearly negative effect on concert responses—attitudes, information seeking and continued interest in symphony, indexed by responding to the delayed record offer. (Author)

ED 077 809 SO 005 696

Hyman, Ray

Creativity and the Prepared Mind.

National Art Education Association, Washington, D.C.

Report No—R-Monogr-1

Pub Date 65

Note—30p.

Available from—National Art Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Art Education, Creative Expression, *Creative Thinking, Creativity, *Creativity Research, Creativity Tests, Critical Thinking, *Mental Rigidity, *Psychological Studies, *Research Methodology, Thought Processes

The author is concerned with the role of preconception in the process of creative thinking, and as a psychologist, he experimented to determine what variables influence creative thinking. In the process of experimentation, however, he began to feel that some specific preconceptions

were warping his investigation and were detrimental to a useful study of creativity. In this report he reviews the various modes of approaching analysis of creative cognition, pointing out their shortcomings, in particular isolating variables of behavior rather than identifying systems of behavior. The implication is that modern data gathering methods are tailored to the method of analysis, not the content under analysis. The author emphasizes the need for more creative "cognitive maps," internalized modes of thinking, to be brought to the question of analyzing creative intelligence. Prefatory remarks by Manuel Barkan relate the author's presentation to the interests of the art education profession. (JM)

ED 077 810

SO 005 699

Richardson, Elliot L.

Responsibility and Responsiveness (II).

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date 18 Jan 73

Note—67p.; A Report on the HEW Potential for the Seventies

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, Citizen Role, Citizenship Responsibility, Educational Programs, *Federal Government, Federal Legislation, *Federal Programs, *Futures (of Society), National Programs, Political Influences, Productive Living, *Program Effectiveness, Social Services, Social Welfare

Identifiers—*Department of Health Education and Welfare

HEW has become a focus for the aspirations and concerns of our Nation for the income, the education, the physical and mental health, and well being of its citizenry. This report looks to the future and suggests reconception and reform for HEW. Not intended as a progress report, it does review and defend the present structure of the department, with its complexities and divergencies, under the direction of a Cabinet Officer; the interdependency of comprehensive planning is emphasized. The question raised is whether our society can effectively manage our human resource development. Part II examines the department and its operating efficiency, reviewing recent administrative changes and citing the need for evaluation. The crisis developing in this country in the political control of federal programs and funds is discussed in Part III—a crisis of confidence. Recommendations for future reconception and regeneration are made in the following areas: Financial assistance to individuals—ensuring dignity and independence; Financial assistance to states and localities—reforming the intergovernmental delivery system; Capacity building—closing the performance gap. In summary, the former Secretary of HEW urges increased citizen participation in decision making and in realistically facing responsibilities. (JMB)

ED 077 811

SO 005 704

Porter, Thomas Saunders, Roberta

Institute for Nonviolent Social Change. Final Report.

Martin Luther King, Jr. Center for Social Change, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 72

Grant—OEG-0-70-4963(508)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Conference Reports, *Social Action, *Social Change

Identifiers—*Nonviolence

The report summarizes efforts of the Institute for Nonviolent Social Change toward the planning and design of nonviolent activities and programs capable of bringing about social change as discussed at a conference held in Atlanta, June 11th and 12th, 1971. To bring about a synthesis of various viewpoints and ideas this meeting was attended by not only activists of nonviolence, but also by distinguished scholars of the subject, representatives from other movements, and figures from politics, law, and public life. The conference dealt with a wide range of topics, issues, and perspectives, and descriptions of the latest academic research and firsthand accounts of movements and actions in progress are presented. In this final report a brief summary of a proposal for a project for the institute is given; a discussion of an Advisory Council meeting held to discuss the institute's purposes and programs is

presented; publications of Martin Luther King and compilations of the Center are discussed; the problem of vigilance in the public schools is considered; the involvement of regional centers and universities in cooperative programs for non-violent social change is reviewed; and strategies for mitigating violence in American factories are examined. (SJM)

ED 077 812 SO 005 705

Humanities. Volume II, Number 6.

National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date Dec 72

Note—8p.

Available from—Humanities; National Endowment for the Humanities, Washington, D.C. 20506 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Programs, Grants, *Humanities, *Newsletters, Programs

"HUMANITIES" is the bi-monthly newsletter of the National Endowment for the Humanities (NEH), a Federal agency established by an Act of Congress in 1965 "for the encouragement and support of national progress and scholarship in the humanities." Typical newsletters include articles on major grants awarded, reading lists, and other current items of interest. The lead article in this issue describes the NEH State Based Programs designed to relate the humanities to public issues. The underlying philosophy of the program is that the humanities can contribute to an understanding of contemporary public concerns which affect all Americans as citizens. The objectives, philosophy, organization, and funding are described. Other brief articles are included on NEH Grant Profiles and National Public Programs. The last article comprises a profile on Eric H. Erikson, the 1973 Jefferson Lecturer. The newsletter is free to those who wish to add their name to the mailing list. (SJM)

ED 077 813 SO 005 706

Anderson, James G. Evans, Francis B.

Family Socialization and Educational Achievement in Two Cultures: Mexican-American and Anglo-American. Working Paper No. 58.

Purdue Univ., Lafayette, Ind. Inst. for the Study of Social Change.

Pub Date 73

Note—31p.; Paper presented to the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, Behavioral Science Research, Cultural Background, Family Background, *Family Influence, Individual Development, Junior High School Students, *Mexican Americans, *Motivation, Parent Influence, *Self Concept, Self Esteem, Socialization, Student Attitudes, Student Motivation

Identifiers—*American Educational Research Association

The study has examined variations in family socialization practices among Anglo-Americans and Mexican-Americans and the effect of these practices on achievement values, self-concept, and educational achievement. Data were collected and analyzed on 102 junior high school students and their families. Factor analysis techniques and Guttman Scaling were used to generate a series of measures that describe the achievement training and independence training that the child experiences in the home, his self concept, and achievement value orientations. The Mexican-Americans studied apparently experienced much less independence training than did their Anglo peers. Mexican-American boys in particular were granted little autonomy in decision making, had little confidence in their ability to succeed in school, and were fatalistic about the future despite the high level of achievement training to which they are exposed in the home. Results suggest that direct attempts to encourage greater academic effort on the part of the student may actually inhibit academic performance. In contrast, parental independence training results in significant gains in achievement among both groups. This is accomplished by increasing the student's confidence in coping with his physical and social environment, especially with the classroom situation where students are expected to perform independently. (Author/JMB)

ED 077 814 SO 005 737
Community Consultation Kit.

Boulder Area Growth Study Commission, Colo.

Pub Date Jan 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizen Participation, Community Action, Community Organizations, Community Planning, Community Size, *Community Study, *Community Surveys, *Discussion Groups, *Population Growth

Identifiers—*Boulder, Colorado

This kit, designed for leaders and participants, provides a model for organizing and taking part in Community Consultation Groups. The kit was designed to be used in connection with community concerns about growth in Boulder, Colorado. These groups build upon a previous survey to assist the Commission in determining specific growth concerns in the Boulder community. First, the kit tells how to select a topic for group discussion by using the previous survey results, introduces the nominal method which allows all to share in discussion, and provides group summary sheet forms. Secondly, results of a newspaper survey which measured goals and attitudes of Boulder residents toward growth are appended. Survey findings of an interesting cross-section of the population indicated that respondents ranked the natural setting and general environment as what they liked best about the Boulder area, and traffic congestion and related problems as what they least liked about the area. (SJM)

ED 077 815 SO 005 741

Report on the Inquiry: Utilization of Scholarship in Teaching About War, Peace, and Social Change.

Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date 21 Mar 70

Note—46p.; Summary of and Papers presented at the Utilization of Scholarship in Teaching about War, Peace, and Social Change Conference (San Francisco, California, March 21-22, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Antisocial Behavior, Behavioral Sciences, Concept Teaching, Conference Reports, Conflict, Cooperative Programs, Curriculum Development, Human Relations, *Intellectual Disciplines, Interdisciplinary Approach, *International Education, *Peace, *Social Change, Violence, *War, Workshops

Eighteen individuals representing eight social science disciplinary approaches, seven observers representing various educational positions, and eight staff members participated in an inquiry to discover how academic scholarship can be used to determine the understandings required in teaching about war and peace. Three substantive concepts—conflict, violence, and authority were discussed in an effort to determine what should be learned by students about each; the problem of interdisciplinary research on these and other topics was given theoretical consideration; and suggestions as to future work by individual and sponsoring organizations were explored. The inquiry provided an occasion for individuals with different academic viewpoints to discuss these inter-relationships and, offered an exchange between academics and educators. A brief critique of the inquiry program indicated it was overly ambitious, discussion was forced, the group too large, and that there was some misunderstanding as to whether the conference was to examine content rather than techniques of teaching about war/peace. Brief summaries of formal presentations exploring the three concerns above are attached to this report. Also included is an edited version of suggestions concerning what participants thought to be the most important about the war/peace field in education. (Author/SJM)

ED 077 816 SO 005 797

Final Report. Lincoln Center for the Performing Arts, Lincoln Center Student Program.

Urban Ed, Inc., New York, N.Y.

Pub Date [69]

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Appreciation, *Art Education, Dance, Drama, Music, Program Evaluation, Projects, Secondary Education, *Theater Arts, Urban Education

Identifiers—*Lincoln Center Student Program

This final report provides an evaluation of the Lincoln Center Student Program which was designed to help junior and senior high students develop an understanding and appreciation for the theatre arts through a variety of cultural experiences. Evaluation focused on determining the: 1) extent to which the project fostered art appreciation toward performance arts, and 2) influence of the project on school curriculum. A 10% representative sample of one hundred public, private, and parochial junior and senior high schools served as a sample for the evaluative study. Evaluation techniques consisted of process evaluation, aimed at observing and interviewing to determine the extent to which the described program had actually been implemented and is serving the intended population, and product evaluation, directed toward appraising the impact of the Program on its participants, all in terms of the stated objectives. Findings indicated, after all data gathering instruments were reviewed, analyzed, and interpreted, that the project introduced many students to a variety of cultural experiences, and further, that it was administered, carried out, and received with enthusiasm by students, parents, and faculty. Appendices provide interview forms. (Author/SJM)

ED 077 817 SO 005 801

Robertson, Mary Ella

A Challenge to Social Work Education: Inclusion of Content on Ethnic and Racial Minorities in the Curriculum. Social Work Education for Economically Disadvantaged Groups in Texas. Occasional Paper.

Consortium of Texas Schools of Social Work, Austin.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 72

Note—19p.; Paper prepared for presentation at "The Relevancy of Black and Chicano Content: Rationale, Rhyme, and Reason" Workshop, Houston, Texas, April 13-14, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Disadvantaged Groups, *Economic Disadvantage, Educational Objectives, Higher Education, Human Relations, *Minority Groups, Program Content, Social Problems, *Social Work, Speeches, Workshops

This article is one of a series presented at workshops focusing on the development of social work curriculum relevant to the minority community and minority group experiences. Briefly commenting upon the nature of the changing times, the author notes the two major social problems of racism and poverty, emphasizing the importance of the need for social work education to understand the parameters of ethnic differences. Further, curriculum needs to be reassessed to embody these differences. In addition to four stated major objectives of social work education curriculum there are six functions of content and learnings vis-a-vis ethnicity and racism. Social work education curriculum needs to incorporate into the curriculum content which: 1) provides accurate information about the historical developments and social contributions of racial minorities; 2) prepares the student for useful service in minority communities; 3) assists students in overcoming racist attitudes by imparting new knowledge and new values; 4) affords an objective analysis and understanding of the issues in order to help achieve cooperation between the races; 5) helps minority students develop a sense of pride, awareness, and confidence which is psychologically uplifting; and 6) serves as a means of developing new ideological orientations, to develop new theories and strategies for changing societies. A related document is SO 005 800. (SJM)

ED 077 818 SO 005 802

Francois, Louis

The Right to Education from Proclamation to Achievement 1948-1968.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—101p.

Available from—Unipub, Inc., 650 First Avenue, New York, New York 10016 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, Comparative Education, Developed Nations, *Developing Na-

tions, *Educational Development, *Educational Equality, Educational Opportunities, Educational Philosophy, Educational Planning, Educational Problems, Educational Quality, Equal Education, Illiteracy, *International Education, International Organizations, *Universal Education

The aim of this booklet is to describe and explain efforts over the past twenty years for the right to education in the world's nations. The theme focuses upon an attempt to actualize the ideals in the Universal Declaration of Human Rights which concern and affect universal education in developing as well as developed countries. Eleven chapters briefly deal with the world trend toward building schools; the right to education in the context of the Universal Declaration of Human Rights; consequences resulting from the right to education; education in regard to quantity and quality; battle against illiteracy; need for continuous education in all countries; education for international understanding to hopefully ensure peace; resistance to educational change from the educational system and the family; educational planning; and the need for international cooperation. (Author/SJM)

ED 077 819 SO 005 806

Smart, K. F., Ed.

Malnutrition and Endemic Diseases: Their Effects on Education in the Developing Countries. Report on a Meeting of Experts from 2 to 6 November 1970.

United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date 72

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, Conference Reports, *Developing Nations, Disease Control, *Diseases, Economic Disadvantage, Educational Development, *Educational Disadvantage, *Educational Needs, Educational Problems, Health Education, Health Needs, Physical Health, Social Problems

Identifiers—*Malnutrition

The second of two meetings dealing with deprivation and disadvantage in education concentrated attention on the problems in developing countries. In many countries the problems are so complex that rational analysis is not undertaken; decisions are made on the basis of political expediency or on economically based criteria. In most cases, whole populations suffer deprivation and disadvantage, making it imperative to undertake programs which will have widespread impact. This meeting confined its discussions to the physical condition of children and studied the effects of malnutrition and endemic diseases on education and, at the same time, considered possible ways of solving the problems. The report contains a summary of the discussions covering the role of education against malnutrition and diseases and exploring possible means of promoting government and international action in arriving at solutions. A second part includes some of the papers presented at the meeting. A bibliography is divided into four broad categories: 1) Nutrition; 2) Diseases; 3) Educational and Social Factors; and 4) Demographic, Economic, and Other Factors. It is the hope of the Institute that the report will clarify to developed nations the problems faced and will indicate likely lines for research and action. (JMB)

ED 077 820 SO 005 807

Initiatives in Education: A World Profile for 1971-1972.

International Bureau of Education, Geneva (Switzerland).

Pub Date 72

Note—117p.

Available from—Unipub, Inc., 650 First Avenue,

New York, New York 10016 (\$2.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Comparative Education, Educational Development, Educational Needs, *Educational Policy, *Educational Trends, Elementary Education, Preschool Education, Primary Education, Secondary Education, Social Background, Teacher Education, Teacher Role, Teaching Skills

Identifiers—UNESCO

The Thirty-Third International Conference on Education, convened by the Director-General of

Unesco, met at the International Bureau of Education in Geneva in September, 1971, to examine major trends in education and the social background of students and their chance of success at school. It was attended by 243 delegates from 90 Unesco Member States. The Conference discussed issues, including pre-primary education, the middle years of formal schools, the education of the late adolescent, and ways of improving the competence of educators. The four themes provide the subject matter for this document. The ideas included here were expressed by delegates from the various countries. Within the context of each chapter, two or more school ventures are described in some detail. Statistics relating to educational development were provided for Appendix 1 by Unesco's Office of Statistics. Appendix 2 is a report of the debate on major trends in education at the 33rd Session. (JMB)

ED 077 821 SO 005 809

Lewenstein, Morris

California State University/San Francisco, The School of Behavioral and Social Sciences and the Preparation of Elementary School Teachers. A Working Paper.

Pub Date 15 Sep 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, Degree Requirements, Educational Problems, Elementary Education, Interdisciplinary Approach, Liberal Arts, Preservice Education, *Social Sciences, *Social Studies, Teacher Certification, Teacher Education, *Teacher Education Curriculum, Teacher Improvement, *Teacher Programs

Identifiers—*Ryan Act

This working paper offers considerations to be reviewed by the Faculty of the School of Behavioral and Social Sciences as it examines and reviews curriculum and effects changes for social studies elementary school teacher's improvement within the framework of the 1972 Ryan Act. Abolishing single discipline liberal arts majors, the new law emphasizes breadth of training in a wide range of school subjects, and authorizes colleges and universities to license directly only those who have graduated from an 84 unit diversified degree program. In response to this situation, the Academic Senate at CSU/SF approved a new 36-45 unit Liberal Studies major for a B.A. degree which when combined with 40 units of general studies credit will satisfy the Ryan Act's demand for a diversified degree program. The new major emphasizes only unit totals. There are many problems associated with this new major which is open to all students, not only teacher candidates. The licensing act is taking effect at the same time that changes are taking place in elementary social studies. Decisions are discussed regarding two positions -- whether to deliberately design teacher education courses or whether most courses now offered can contribute toward achieving these goals. (Author/SJM)

ED 077 822 SO 005 832

Guenther, John

The Importance of Specific Skills to High School Social Studies Teachers.

Pub Date Mar 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Relevance (Education), Secondary Education, Skill Development, *Skills, *Social Studies, Speeches, *Teacher Attitudes

Identifiers—*American Educational Research Association

This study determines those specific social studies skills that high school social studies teachers believe students should have developed as a result of their instruction in a high school social studies program, and differences in the importance attached to specific skills between high school social studies teachers classified as having a "high orientation" and those having a "low orientation" to skills. A random sample of one hundred and fifty Kansas high school social studies teachers were mailed a two part questionnaire to measure the skills orientation and ranking of skills. Findings indicate that the most important social studies skills, according to the participating teachers, were the ability of the high

school student to distinguish between fact and opinion, to discriminantly read newspapers, magazines, and pamphlets, and to apply problem-solving and critical thinking skills. Although the skills orientation of the two groups differed significantly the degree of importance attached to each specific skill by the "high skills" and "low skills" did not differ significantly. (SJMB)

ED 077 823 SO 005 835

Jensen, Ida-Marie

Simulation/Games. A Selected Bibliography for the use of Educators/Administrators.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 71

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Classroom Games, Educational Games, *Games, Game Theory, Resource Guides, *Simulation

This partially annotated bibliography on simulation and gaming contains over 1,000 citations arranged alphabetically by author's last name. Types of sources included are books, periodical articles, dissertations, and material in the ERIC system. Dates of citations range from 1956-1971 with most in the mid to late 60's. Also included is a list of four professional organizations concerned with simulation/gaming, and a list of centers for the study of simulation/gaming. (OPH)

ED 077 824 SO 005 836

Carpenter, John Plaza, Galo

The Intercultural Imperative.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Jan 73

Note—19p.; Speeches presented at the International Luncheon Program of the AASCU Annual Meeting in Washington, D. C., November 13, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Studies, *Cultural Awareness, *Cultural Pluralism, Curriculum Development, *Educational Needs, *General Education, Higher Education, *International Education, International Programs, Speeches, World Affairs

Identifiers—*Ethnocentrism

This publication is based on presentations prepared for the International Luncheon Program of the AASCU Annual Meeting in Washington, D. C. In addition to an introductory speech by Dr. Samuel L. Myers, the work contains a main address, response, and commentary. Dr. John Carpenter, speaking in the main address of the intercultural imperative, makes an appeal to reform general education which is often ethnocentric by the infusion of intercultural dimensions. Rather than proliferate special and elective programs, the author feels that there is a need to incorporate international dimensions in general programs. Planning suggestions for the creation of the intercultural dimension in university curricula conclude the address. Mr. Galo Plaza, in a response to Dr. Carpenter, reviews reasons why a new international dimension is important to American education at all levels. In the commentary speech, Dr. Stanford Cazier concurs with Dr. Carpenter, stressing that general education in the U. S. needs to be reconceptualized. (SJMB)

ED 077 825 SO 005 843

Joseph, A., Ed. And Others

Indian Educational Material. (Period Covered January-March 1972.) Volume 7, Number 1.

Indian National Scientific Documentation Centre, Delhi.

Pub Date Mar 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Annotated Bibliographies, *Comparative Education, Educational Administration, Educational Development, Educational Policy, Educational Practice, *Foreign Countries, Indexes (Locators), Instructional Innovation, Newspapers, Periodicals, Teacher Education, Teaching Methods, Technical Education

Identifiers—*India

This annotated bibliography on Indian educational material covers articles appearing in newspapers and periodicals during the period January to March 1972. One hundred sixty seven

citations which cover subjects including basic education, higher education, history, special education, student selection, and teaching methods are included. Entries are arranged first by topic, then alphabetically by author. A list of the periodicals and newspapers abstracted is included as well as a special section of 26 citations on technical education. SO 005 474 is a related document. (OPH)

ED 077 826 SO 005 848

Charles, Cheryl L., Ed. Stadsklev, Ronald, Ed. **Learning with Games: An Analysis of Social Studies Educational Games and Simulations.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—ERIC-CHESS-REF-SER.NO.7; SSEC-PUB-150

Pub Date 73

Note—175p.

Available from—Social Science Education Consortium Publications, 855 Broadway, Boulder, Colorado 80302 (\$4.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthropology, Civics, Classroom Games, Directories, Economics, *Educational Games, Elementary Grades, Games, Geography, History, *Instructional Materials, Political Science, Psychology, Resource Guides, Secondary Grades, *Simulation, Social Sciences, *Social Studies, Sociology

Identifiers—*Instructional Materials Analysis

Seventy social studies educational games and simulations, designed for K-12th grade, with many applicable to adults, are described and analyzed in the major section of this book. Each of the analyses is divided into eight categories and provides an overview of the game; a description of the physical qualities and cost of the materials; suggested time required to play the game; intended user characteristics; rationale and general objectives; basic concepts, generalizations, trends, themes, or simulated situations which are the basis for the content of the materials; procedural activities and responsibilities of students and teachers; and evaluative comments. Arrangement of the analysis is alphabetically by game title. Games are cross referenced by developer, grade level, publisher, subject area and miscellaneous. In addition to the analyses the book contains: 1) an extensive list of sources and resources on the development and use of educational games including an annotated bibliography of books on simulation design and use, listings of game bibliographies and directories, various developers in the field of social studies, and several newsletters and journals dealing with simulation/games; and 2) an Abbreviated Games and Simulation Guide which includes a list of over 250 games available in social studies education but not analyzed in the previous section of the book. (Author/SJM)

ED 077 827 SO 005 849

International Directory of Music Education Institutions.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—115p.

Available from—Unipub, Inc., 650 First Avenue, New York, New York 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Directories, *International Programs, *Music, *Music Education, Reference Books

This directory is designed for students, teachers, and members of the general public throughout the world who plan to visit or study in other countries, and who desire information concerning available educational programmes and events in the field of music. A world-wide survey was made in which information was collected from seventy-one countries concerning the major educational institutions devoted to music and music education in each country. The material provided is arranged by countries in alphabetical order and in the following ten categories (which are presented in English, French, and Spanish): Conservatories and academies of music; Music and music education schools; Other music institutions; International music and music education

workshops; International summer courses; International teacher-training courses; International competitions; International Music festivals; Music Libraries, Archives documentation centers; Collections of musical instruments; National and International organizations; Societies, and institutions of music and music education; and National and International music periodicals. Information provided on each of the above categories includes names, titles, and addresses. (Author/SJM)

ED 077 828 SO 005 851

Museums, Imagination and Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—148p.

Available from—Unipub, Inc., 650 First Avenue, New York, New York 10016 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Cultural Centers, Educational Environment, *Educational Resources, *Exhibits, Expositions, Learning, Literature Reviews, *Museums, Resource Centers, School Community Relationship, Sciences

Twelve authors offer initiative and creative ideas for using museums to further world-wide education in a broad sense. Rather than viewing the museum as a preserver and storehouse of works and objectives, the authors see the museum as a place where direct involvement in process education occurs. International trends in museum education are focused upon in this book. The collection contains articles on the changing role of museums in a changing world; the organized educational use of museum collections by teachers who wish to stimulate students and children through contact with creative objectives; an economic role for museums in the developing countries; a description of India museums' interest and work in science, technology, and industry; innovative art programs offered in conjunction with museum programs; the role of television and museums to communicate to the masses; Sweden's temporary and traveling exhibitions; the Soviet's concern with organizing traveling exhibitions to reach those who live far from Moscow; exhibitions that a developing country needs; information from a survey on how museums use mass media; collaboration between museum and school; and a literature review on the growth of the ideas of the museum as educator. (Author/SJM)

ED 077 829 SO 005 876

Hausman, Jerome J., Ed.

Report of the Commission on Art Education.

National Art Education Association, Washington, D.C.

Pub Date 65

Note—149p.

Available from—National Art Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Art, *Art Education, Curriculum Development, Educational Problems, Elementary Education, Literature Reviews, Secondary Education, Teacher Education

Eleven reports on the topic of art education comprise this volume which is arranged into four major parts. Part one, Art Education, presents three reports. The first report examines the bases of pressures upon art education, and suggests the nature of the program that should emerge. The significance of the visual in the world today, in art, and as an aspect of technology which reflects the radical change that has occurred in the appearance of our environment, and the nature of the aesthetic experience are explored in the next two reports. The second part of the volume deals generally with the teaching of art. The development of art education, studied from an historical perspective, offers insights to better deal with art education in the present. Other articles, concerned with curriculum and the teaching of art in elementary and secondary schools, focus on examining the fundamental learnings to be achieved in art classes and how these learnings can apply in different teaching situations. Part three discusses the art education profession, offering insights on the person who teaches an art program and dealing with the disciplines that bear upon his effectiveness; Bases for art teacher preparation; and research in art education. The last part

summarizes the meaning and significance for education in art. (Author/SJM)

ED 077 830 SO 005 877

Smith, B. Othanel, Ed. And Others

Handbook on the Development and Use of Protocol Materials for Teacher Education.

University of South Florida, Tampa. Leadership Training Inst. on Teacher Centers.

Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date 73

Grant—OEG-0-71-1079(725)

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Curriculum Evaluation, Higher Education, Instructional Materials, Preservice Education, *Protocol Materials, *Teacher Education

Identifiers—*Leadership Training Institute

Those who plan to develop protocol materials will benefit from the efforts that have been put forth by others when they use this book. This handbook provides a record of some of the events that have taken place in the training of personnel in the production of materials, the problems encountered and the solutions attempted, a collection of documents that have been developed by project directors, the Leadership Training Institute, and others whose expertise has been sought to give assistance to the program. The handbook is arranged into six major sections, in addition to an overview. The first section provides an introduction to protocol and training materials. The next section raises questions and supplies some answers in the problems of working with concepts in the training of teachers. The third section, comprised of five papers, deals with the development of protocol materials including information on the master plan, teacher education, concepts, cues and miscues, and progressive evaluation. The last section focuses on establishing criteria for selecting protocol materials for distribution. (SJM)

ED 077 831 SO 005 886

West, Charles K. And Others

The Effects of Feedback and Selected Personality Variables on Aesthetic Judgment.

Pub Date Feb 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ambiguity, Art, Behavioral Science Research, Behavior Theories, Feedback, *Individual Characteristics, *Personality, Personality Assessment, *Personality Studies, Personality Tests

Identifiers—*Aesthetic Judgment, Intolerance of Ambiguity

This study is an attempt to investigate the extent of which knowledge of results in various forms (true, none, and false) may modify aesthetic judgment. Seventy-two graduate students were administered an aesthetic judgment test of fifty items. On half of the test, twenty-four subjects received correct feedback and twenty-four received false feedback. Another twenty-four received no feedback. Scores on the first twenty-five, the second twenty-five, and all fifty items constituted the dependent variables. Nine personality variable feedback condition analyses of variance were computed. Feedback was a significant main effect, with the trend of means (from high to low) being subjects in the correct, no, and false conditions, respectively. Only one personality variable (Intolerance of Ambiguity) produced significant effects. Generally, intolerant subjects surpassed tolerant subjects. Intolerant subjects were relatively insensitive to false or no conditions. Tolerant subjects were adversely affected by no and false feedback conditions as compared to the true knowledge of results condition. (Author)

ED 077 832 SO 005 887

Rabinowitz, Richard

Learning in Public Places: The Museum.

Pub Date 26 Feb 73

Note—31p.; Presented at the meeting of the American Educational Research Association, New Orleans, Louisiana, February 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Centers, Educational Resources, *Exhibits, Expositions, *Learning, *Museums, Resource Centers, Speeches

Identifiers—*American Educational Research Association

In this speech, the author traces the history of museums as educational environments by speculating on how history museums have presented themselves to the public through their exhibits. The author also provides an outline of the implications that these methods of presentation have had on visitors. A major objective is to determine how history museums actually alter the basic relationship between the object and its beholder. Museum display development has been affected by at least five factors -- the taxonomic system used to organize the exhibit, the contribution of amateurs and specialists, the epistemological assumptions at work, the particular historiographical biases favored by each format, and the unresolved questions generated by each mode in the minds of visitors. Earliest history museums emphasized perception rather than reflection, offering exhibits which were collections of oddities and eccentricities, while later museums organized their holdings within some taxonomic system. The resulting effect was an exhibit which focused upon visual aspects as represented by the period space displays of "room" museums, house museums; or re-creations of entire village communities. These museums displays typically suggest an air of social harmony, ignoring the historical epoch and concept of historical change. A suggested solution is to have the visitor directly experience relationships through simulation. (Author/SJM)

ED 077 833 SO 005 911
Wieczorek, Barbara, Ed. *Krajewska, Karolina, Ed.*

Selected Bibliography of Polish Educational Materials, Volume 11, Number 1.

Central Inst. for Scientific, Technical and Economic Information, Warsaw (Poland). Scientific Publications Foreign Cooperation Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, Elementary Education, *Foreign Countries, Higher Education, Reference Materials, Secondary Education, Teachers, Vocational Education

Identifiers—*Poland

Books, papers, and articles which were available from December, 1971 to February, 1972, are listed in this bibliography. Entries are arranged alphabetically by author under the following subjects: History of Education, Laws and Legislation, General Information on Education, Social and Educational Sciences, Teacher's Profession, Schools and Institutions (by type or level), and Educational Statistics. An index to authors and editors is included. The English translation follows each Polish title and an abstract of each document adds to the usefulness of the bibliography. (A related document is ED 069 596.) (JMB)

ED 077 834 SO 005 912
International Conference on Public Education. XXXIst Session. Geneva 1968 Summary Report. International Bureau of Education, Geneva (Switzerland).
Pub Date 68
Note—76p.

Available from—Unipub, Inc., 650 First Avenue, New York, New York 10016 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Conference Reports, *Educational Development, Educational Objectives, Educational Planning, Educational Policy, *Environmental Education, Foreign Relations, Interinstitutional Cooperation, *International Education, International Organizations, International Programs, *Public Education

Eighty-seven countries were represented at the 1968 Conference on Public Education. Topics discussed were: I. Education for International Understanding as an Integral Part of the Curriculum and Life of the School, and II. Environmental Studies. The Summary Report of Plenary Meetings, comprising the major portion of the document, includes introductory speeches and the reports by ministries of education of represented countries. Main points forming the

basic of general recommendations on topic I were: 1) the place assigned to international understanding in official or other texts, in teaching, in the family and in out-of-school organizations; 2) international understanding in syllabuses, study of other countries, introduction to major international problems; 3) teaching methods, techniques and materials; 4) training and attitudes of teaching staff; and 5) international activities. Main points for topic II were: 1) place assigned to study of environment among school subjects, among school activities, and the relationship with youth movements; 2) aims and definitions of syllabuses according to official documents; 3) methods and techniques prescribed, complementary activities, library facilities and textbooks; and 4) teaching staff. Text of the recommendations adopted by the conference is presented. (JMB)

ED 077 835 SO 005 932
Bureau of Social Studies Education Newsletter, Volume 1, Number 3.

New York State Education Dept., Albany. Bureau of Social Studies Education.

Pub Date Jan 73

Note—4p.

Available from—Bureau of Social Studies Education, Education Building, Albany, New York 12224 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Newsletters, Program Planning, *Social Studies, *State Departments of Education

The aim of this newsletter, issued six times a year, is to help social studies teachers and supervisors define issues or questions concerning social studies program planning and suggest directions for dealing with issues. Suppositions for the teacher concerning their instructional programs are offered, followed by suggestions to consider in each instance. The supposition that the teacher decides to implement an alternative program requires that he or she be concerned with available resources, working within state requirements, basic social studies skills, other considerations such as time span, teacher and administrative commitment, and with community understanding. Other suppositions are that a teacher is asked to translate the social studies program into performance goals; that a district drops a fourth year social studies requirement; and that a teacher is asked to reorganize a social studies program when tracking is eliminated. Other items included in the newsletter are announcement of upcoming conferences, opportunities for teachers, and new social studies projects. The newsletter is free to those who place their name on the mailing list. (SJM)

ED 077 836 SO 006 106
Rogers, Arnold R., Ed. *And Others*

Secondary School Curriculum Guide, Music, Grades 7-9. Draft Copy.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Curriculum Guides, Grade 7, Grade 8, Grade 9, Learning Activities, *Music, Music Activities, Music Appreciation, *Music Education, Music Theory, Secondary Grades, Vocal Music

Identifiers—ESEA Title III, Project PACESETTER

This draft curriculum guide is for use in grades 7-9 and covers six levels of musical competence. The levels included for study in this 3 year program are: 1) general music, in which the student learns about rhythm, tempo, and beat patterns, note and rest values, time signatures, and some musical terms; 2) musical forms, elements of music, score reading, and tone color are described; 3) choral and singing styles, the orchestra and music of the Baroque period to the present, the roles of the conductor and performer, jazz, electronic music, and music of different countries; 4) popular music and how it chronicles the growth of the U.S., and rock and roll; 5) folk guitar using "The New Guitar Course, Units A, B, C, D" by Alfred d'Auberge and Morton Manus; and 6) basic music theory, including scales, intervals, chords and inversions, and 4-part harmony. Levels 1-4 use the Silver Burdett "Making Music Your Own Series." A related document is SO 006 107. (OPH)

ED 077 837 SO 006 107

Rogers, Arnold R., Ed. *And Others*

Secondary School Curriculum Guide, Music, Grades 10-12. Draft Copy.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bands (Music), Behavioral Objectives, Curriculum Guides, Grade 10, Grade 11, Grade 12, Humanities Instruction, Learning Activities, *Music, Music Activities, *Music Education, Secondary Grades, Vocal Music

Identifiers—ESEA Title III, Project PACESETTER

This draft curriculum guide provides curriculum materials that are organized into behavioral objectives with a scope and sequence. Divided by grade and levels, each section includes level objectives and suggested activities. To be covered in grades 10-12 are 5 levels of musical content. They are: 1) why man creates and how he perceives; 2) the Renaissance, Baroque, Neo-Classical periods, and Humanism; 3) a Capella choir; 4) senior high band; 5) a combination of skills learned in all previous music courses. A related document is SO 006 106. (OPH)

ED 077 838 SO 006 108
Rogers, Arnold R., Ed. *And Others*

Secondary School Curriculum Guide: Art, Grades 7-12. Draft Copy.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art, Art Activities, *Art Education, Behavioral Objectives, Color, Creative Art, Curriculum Guides, Design, Learning Activities, Painting, Sculpture, Secondary Grades

Identifiers—ESEA Title III, Project PACESETTER

Prepared by a curriculum writing team of secondary teachers, this draft curriculum guide for grades 7-12 includes 25 levels of achievement in art. Each level has stated behavioral objectives and a list of suggested activities from which it is hoped the teacher will pick the most appropriate ones for his/her classes. Some of the areas of art covered in the 25 levels are: drawing, painting, figure drawing, design and color, 3-D design, studio, handbuilding in clay, slab variations in clay, and sculpture. (OPH)

SP

ED 077 839 SP 006 044
Paraprofessionals in California School Districts and Schools 1971-1972.

California Agency for Research in Education, Burlingame.

Pub Date 72

Note—69p.; C.A.R.E. Document Number 7

Available from—California Agency for Research in Education, P.O. Box 4346, Burlingame, California 94010 (\$2.00)

Document Not Available from EDRS.

Descriptors—Inservice Teacher Education, *Paraprofessional School Personnel, *School Aides, *School Personnel, *Teacher Interns, *Volunteers

Identifiers—California

A study of the use of paraprofessionals in school districts in California and in a sampling of schools within these districts was conducted by the California Agency for Research in Education during the 1971/72 school year. Surveys were sent to all of the 1,117 school districts in California, and returns were received from 708 of these districts. Six hundred eighteen districts reported the use of paraprofessionals in some manner. These data are reported in Part I. Surveys were sent to 1,450 individual schools. Returns were received from 768 schools. Of these schools, 734 reported the use of paraprofessionals. These data are reported in Part II. Schools were asked a set of miscellaneous questions relating to the teaching of students' rights and responsibilities. These data are reported in Part III. (Author)

ED 077 840

SP 006 048

*Eisen, Irving***Careers in Teaching and Education.**

B'nai B'rith, Washington, D.C. Vocational Service.

Pub Date 72

Note—43p.; Revised Edition

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Opportunities, *Career Planning, Jews, Minority Groups, Occupational Choice, *Teacher Employment, Teacher Recruitment, *Teacher Role, *Teacher Salaries

This booklet, presenting information on careers in education and teaching, is addressed primarily to high school students and first- and second-year college students. A short history of teaching is presented along with a description of the essential nature of a teacher's work. Teaching situations and conditions are explained, with emphasis on the social and psychological rewards offered in the profession. Information is also given on teacher requirements and training, employment opportunities, salaries, and benefits. Some of the information has relevance to minority groups, particularly Jewish youth. The final sections of the booklet present some general information on the outlook for careers in education and provide addresses for further procurement of information. A 2-page bibliography is included. (BRB)

ED 077 841

SP 006 064

Learning in the Small Group. A Classroom Manual Based on a National Seminar.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 71

Note—33p.

Available from—Institute for Development of Educational Activities, Inc., 5335 Far Hills Avenue, Suite 300, Dayton, Ohio 45429 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Group Discussion, *Group Dynamics, *Group Instruction, Group Structure, Role Playing, *Self Directed Groups, *Teaching Methods

The small-group process is discussed in relation to its use as a teaching method; the objections to and advantages of small groups are enumerated, and numerous group interaction diagrams are listed. Also, various exercises and guidelines for successful group application are presented. A final section is devoted to the different kinds of groups and their special application to certain teaching methods and subject matter. Groups listed are the open-discussion group, the tutorial group, the assigned-roles group, the research group, the task flexibility group, the investigative group, the heuristic mode, the group talk model, the brainstorming group, the socratic-analysis group, the value-clarifying group, and the colloquium. A small group bibliography is included. (JB)

ED 077 842

SP 006 099

*Henriksen, Emmaline***Project IDEALS. Communication Skills, Part II: Approaches to Teaching Reading.**

Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-4-8-066640-0066-056

Note—90p.

Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Individualized Reading, Initial Teaching Alphabet, *Language Experience Approach, *Programs, Reading, Reading Instruction, *Reading Materials, *Reading Programs

This is a booklet in the Project IDEALS series which deals with the teaching of reading skills. It generally describes what reading is and what the basic principles of a reading program are. Various methods and approaches to teaching reading are listed; they are the language experience approach, phonic methods, the linguistics approach,

programmed reading, the initial teaching alphabet, and the individualized approach. Two bibliographies and an appendix describing reading teaching machines are included. (JB)

ED 077 843

SP 006 124

*Creswell, William H., Jr. And Others***Health Education a Conceptual Approach. Growing and Developing, Interacting, Decision Making. Concept 2: Growing and Developing Follows a Predictable Sequence, Yet is Unique for Each Individual. Teacher-Student Resources.**

School Health Education Study, Washington, D.C.

Pub Date 72

Note—96p.

Available from—3M Education Press, 3M Center, St. Paul, Minnesota 55101 (No price quoted)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Body Height, *Body Weight, *Growth Patterns, Instructional Materials, Maturation, *Personal Growth, *Resource Guides

The following resource guide is one in a series which presents extensive bibliographic material oriented around a specific concept, in this guide, the predictability and uniqueness of growing and developing. A section is devoted to selected materials related to the concept; grade levels for which each resource might be useful are indicated beside each citation. A second section is devoted to concept-related materials for the teacher's edification and for student research papers. Section three lists educational materials, filmstrips, tapes, and other media. A fourth section is devoted to books and general references. (JB)

ED 077 844

SP 006 125

*Creswell, William H., Jr. And Others***Health Education a Conceptual Approach. Growing and Developing, Interacting, Decision Making. Concept 7: Personal Health Practices Are Affected by a Complexity of Forces, Often Conflicting. Teacher-Student Resources.**

School Health Education Study, Washington, D.C.

Pub Date 72

Note—112p.

Available from—3M Education Press, 3M Center, St. Paul, Minnesota 55101 (No price quoted)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Guides, *Health, *Health Education, *Health Guides, Instructional Materials, Nutrition Instruction, Resource Guides, Sanitation

The following resource guide is one in a series which presents extensive bibliographic material oriented around a specific concept, in this guide, forces affecting personal health practices. A section is devoted to selected materials related to the concept; grade levels for which each resource might be useful are indicated beside each citation. A second section is devoted to concept-related materials for the teacher's edification and for student research papers. Section three lists educational materials, filmstrips, tapes, and other media. A fourth section is devoted to books and general references. (JB)

ED 077 845

SP 006 126

*Creswell, William H., Jr. And Others***Health Education a Conceptual Approach. Growing and Developing, Interacting, Decision Making. Concept 10: Food Selecting and Eating Patterns Are Determined by Physical, Social, Mental, Economic, and Cultural Factors. Teacher-Student Resources.**

School Health Education Study, Washington, D.C.

Pub Date 72

Note—108p.

Available from—3M Education Press, 3M Center, St. Paul, Minnesota 55101

Document Not Available from EDRS.

Descriptors—Bibliographies, *Eating Habits, *Food, *Food Service, Instructional Materials, *Nutrition, *Resource Guides

The following resource guide is one in a series which presents extensive bibliographic material oriented around a specific concept, in this guide, food selection and eating patterns. A section is devoted to selected materials related to the concept; grade levels for which each resource might be useful are indicated beside each citation. A second section is devoted to concept-related materials for the teacher's edification and for stu-

dent research papers. Section three lists educational materials, filmstrips, tapes, and other media. A fourth section is devoted to books and general references. (JB)

ED 077 846

SP 006 151

*Hansen, Duncan And Others***Project IDEALS. Educational Applications of Computer Systems.**

Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-4-8-066640-0066-056

Note—91p.

Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Computers, *Programed Instruction, Program Evaluation, *School Administration

This is a booklet in the Project IDEALS series which deals with the use of Educational Data Processing (EDP) systems. A section is devoted to the use of the computer in such varied school operations as the processing of student records, schedules, computer simulation, grade reports, business, student applications, cafeterias, and transportation. Another section is devoted to aspects of introducing an EDP system into a school district. The reasons for selecting a specific computer system are also discussed as are the applications of computerized instruction courses. (JB)

ED 077 847

SP 006 153

*Webster, Gerald***Project IDEALS. Personal Development, Part III: Discipline, Student-Parent Relationships, Peer Relationships, Teacher Effectiveness, Guidance and Counseling.**

Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-4-8-066640-0066-056

Note—86p.

Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Communication, *Discipline, *Guidance Programs, *Peer Relationship, Student School Relationship, *Student Teacher Relationship, *Teacher Influence

This is a booklet in the Project IDEALS series concerning personal development/social behavior. The first section details the various aspects and innovations concerning student discipline. Sections two and three deal with student-parent relationships and peer relationships respectively. A fourth section discusses teacher effectiveness in the classroom, and section five presents innovations in computer-assisted guidance and counseling. Bibliographies are included at the end of each chapter. (JB)

ED 077 848

SP 006 155

*Webster, Gerald***Project IDEALS. Personal Development, Part I: Health, Physical Fitness and Physical Education, Health Education, Extracurricular Programs, School Facilities.**

Florida Educational Research and Development Council, Gainesville.; Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Grant—OEG-4-8-066640-0066-056

Note—103p.

Available from—J.B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 (\$2.00)

Document Not Available from EDRS.

Descriptors—Alcoholism, *Health, *Health Education, *Health Occupations Education, *Health Services, Personal Growth, Physical Fitness, *Physical Health, Smoking

This is a booklet in the Project IDEALS series which deals with personal development. The first section, entitled "Health," deals with general aspects of school health services and school personnel. Section two describes the characteristics of physical fitness and discusses innovations in physical education. A third section deals with health education, and sections four and five discuss extracurricular programs and school facilities respectively. A bibliography is included. (JB)

ED 077 849 SP 006 179

Syropoulos, Mike

Evaluation of the Federally Assisted Staff Training (Fast) Project.

Detroit Public Schools, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, Educational Objectives, *Effective Teaching, *Inservice Teacher Education, Microteaching, Program Evaluation, *Teacher Behavior, *Teacher Workshops, *Urban Education

The Federally Assisted Staff Training project is designed for teachers in the inner-city schools. Over 15,000 teachers and other staff members of the Detroit public school system have participated in this in-service program since April 1966. The program covers eight phases: in-service consultant-leadership training, teacher behavior improvement workshops, workshops in microteaching, Title I staff training in simulated and problem-solving situations, black studies and materials development workshops, staff training for selected Title I components, goal setting in the classroom with the individual or small groups, and preschool in-service training. Evaluation findings indicate that the workshops were successful. (Recommendations for the improvement of successive programs are included.) (BRB)

ED 077 850 SP 006 341

Teacher Education: A Selected List of References for A.I.D. Technicians. A.I.D. Bibliography Series: Education and Human Resources No. 3.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date 15 Dec 72

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, *Foreign Countries, *International Education, International Organizations, *International Programs, *Teacher Education, Teaching Conditions, Teaching Programs

This annotated bibliography is one of a series designed to provide a guide to the publications of the Agency for International Development (AID) and other agencies working in the field of development assistance. While AID reports and documents are the primary focus of the bibliography, other materials covering the work of international agencies, foundations, organizations, and private individuals are included. Part I contains listings of general materials in the field of teacher education. Most listings are concerned with teacher education in lesser developed countries. Parts II, III, and IV are geographical, listing materials from Africa, Asia, and Latin America. There is a general section at the beginning of each, followed by sections on materials from individual countries as shown in the table of contents. There is an author, publisher, and organization index at the beginning of the bibliography. There is also information on procurement of the materials along with a list of abbreviations. (BRB)

ED 077 851 SP 006 411

Wright, Delivee L. And Others

Instructional Staff Development. Component 1: Orientation to Inquiry.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—61p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—*Inquiry Training, Microteaching, Program Content, Program Descriptions, *Teacher Orientation, Teacher Programs, *Teaching Skills

Identifiers—*Distinguished Achievement Award Entry

This is a session-by-session lesson chart of component one of the Instructional Staff Development (ISD) program. The general purposes of this component are listed as follows: a) to provide participants with proper expectations concerning the purpose of the program, b) to promote a group feeling of familiarity among participants, c) to encourage participants to develop a concept of inquiry, and d) to provide an opportunity to explore and compare views of inquiry. Listed for the individual sessions are activities such as the class readings, pre- and posttests, and a final opinionnaire. (Related documents are SP 006 512, 006 509, 006 412, 006 413, 006 414, 006 415, and 006 416.) (JA)

ED 077 852 SP 006 412

Urbach, Floyd D. And Others

Instructional Staff Development. Component 2: Inquiry Influence.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—107p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—*Inquiry Training, Interaction Process Analysis, *Microteaching, Response Mode, *Teacher Behavior, Teacher Education, *Teacher Influence, *Teacher Response, Teacher Role, Teaching Skills

Identifiers—*Distinguished Achievement Award Entry

The goals listed for this second component (of six) of the Instructional Staff Development (ISD) program include introduction to interaction analysis, practice in microteaching, and improvement of individual inquiry behavior. This trainer's manual is plotted concept-by-concept, objective-by-objective, with appropriate charts and tables. The manual states what this component is designed to convince teachers they can control their influence behavior in predetermined ways. (Related documents are SP 006 512, 006 509, 006 411, 006 413, 006 414, 006 415, and 006 416.) (JA)

ED 077 853 SP 006 413

Urbach, Floyd D. And Others

Instructional Staff Development. Component 3: Inquiry Behaviors.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—95p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Inquiry Training, Microteaching, *Teacher Characteristics, *Teacher Improvement, Teacher Influence, *Teaching Styles

Identifiers—*Distinguished Achievement Award Entry

This is a trainer's manual for the third of six components in the Instructional Staff Development (ISD) program. The purposes listed include increasing the participant's awareness of his present style in inquiry behavior, enabling him to assess and modify his behavior, and introducing a teacher-directed inquiry model. The hope is expressed that by the end of this component the participant should be able to identify 75 percent of the inquiry behaviors used by himself and other participants and be able to plan lessons which include the desired inquiry process.

Microteaching is again listed as a component tool used to demonstrate the use of preselected inquiry skills in microsessions and to practice new skills and behaviors. (Related documents are SP 006 512, 006 509, 006 411, 006 412, 006 414, 006 415, and 006 416.) (JA)

ED 077 854 SP 006 414

Urbach, John W. And Others

Instructional Staff Development. Component 4: Behavioral Objectives.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—95p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Inquiry Training, *Microteaching, *Teacher Behavior, Teacher Education, *Teacher Influence, Teacher Role, Teaching Techniques

Identifiers—*Distinguished Achievement Award Entry

This is a trainer's manual for the fourth of six components of the Instructional Staff Development (ISD) program. Where the previous components focused on a teacher-directed inquiry, the manual describes the goal of this component as the creation of an environment in which students can use self-directed inquiry. The manual notes a great deal of emphasis on microteaching. The manual breaks this component down into two phases: 2) classified behavior objectives and b) integration of behavioral objectives, interaction influence, and inquiry skills into a unified planning and teaching activity which promotes inquiry. (Related documents are SP 006 512, 006 509, 006 411, 006 412, 006 413, 006 415, and 006 416.) (JA)

ED 077 855 SP 006 415

Lux, John E. Wright, Delivee L.

Instructional Staff Development. Component 5: Pupil Centered Inquiry.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—71p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—*Inquiry Training, Microteaching, *Student Attitudes, Student Interests, *Teacher Behavior, Teacher Education, *Teacher Influence, *Teaching Techniques

Identifiers—*Distinguished Achievement Award Entry

This trainer's manual for the fifth of six components of the Instructional Staff Development (ISD) program is designed to prepare teachers to develop a model for use in Pupil Centered Inquiry teaching (PCI). This component is said to build on the teacher's knowledge, skills, and attitudes gained in the first four components; the entire program is devoted to developing the teacher's ability to control and modify their instructional influence behavior. (Related documents are SP 006 512, 006 509, 006 411, 006 412, 006 413, 006 414, and 006 416.) (JA)

ED 077 856 SP 006 416

Urbach, Floyd D. Wright, Delivee L.

Instructional Staff Development. Component 6: Affective Attitudes Which Promote Inquiry. Trainer's Manual.

Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Bureau No—BR-6-2876

Pub Date Jul 72

Contract—OEC-3-7-062876-3076

Note—77p.

Available from—McREL, 104 E. Independence Avenue, Kansas City, Missouri (\$250.00, set of 6 components, SP006411-416)

Document Not Available from EDRS.

Descriptors—*Inquiry Training, Role Playing, *Student Reaction, Teacher Education, *Teacher Influence, *Teacher Role, *Teaching Techniques

Identifiers—*Distinguished Achievement Award Entry

This is the trainer's manual for the last component of the Instructional Staff Development (ISD) program. For this last component it is reported that the focus is on student-directed instruction. (In the first five components, focus was on teacher, then self, then pupil-directed instruction.) The predominant emphasis is practice sessions, which develop an understanding of openness and inquiry behaviors. Microteaching activities continue to be indicated in the manual, and there are sessions of role playing to facilitate rapport. The manual reports that in this last step there is an integration of all six components, assessment of student progress, and a final awareness of the total process of inquiry. (Related documents are SP 006 512, 006 509, 006 411, 006 412, 006 413, 006 414, and 006 415.) (JA)

ED 077 857 SP 006 428

Strand V: Education for Survival. First Aid and Survival Education. Health Curriculum Materials. Grades 7-9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Epilepsy, *First Aid, *Health Education, Heart Rate, Injuries, *Medical Treatment, *Physical Health, *Special Health Problems

GRADES OR AGES: Grades 7-9. SUBJECT MATTER: First aid and survival education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five sections: bandaging skills, control of bleeding, conditions caused by extremes in temperatures, foreign substances in body openings, and other common emergencies. The publication format of four columns gives the outline of content, the major understandings and fundamental concepts, suggested teaching aids and learning activities, and supplementary information for teachers. The course objectives are presented in the introduction. OBJECTIVES AND ACTIVITIES: Each subsection contains questions and topics for discussion. The supplementary information provides teachers with further discussion material. INSTRUCTIONAL MATERIALS: Information is given on measuring body temperature, pulse, and respiration, a brief description on making bandages is also presented. Lists of multimedia resources are presented for teachers and students. Information is also given on the procurement of teaching kits, flip charts, mannequins, and injury simulations. STUDENT ASSESSMENT: No provision is made. OPTIONS: The guide is suggestive only. (BRB)

ED 077 858 SP 006 484

Michel, Albert Vaughn, John W.

Evaluation of Merrimack Education Center's Project League 1972.

Indiana Univ., Bloomington. Center for Administrative Studies.

Pub Date Jul 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Individual Instruction, *Individualized Programs, Inservice Teacher Education, *Program Coordination, Program Descriptions, *Teaching Methods

Individually Guided Education (IGE) is a system whereby change agents such as the Merrimack Education Center (MEC) work to effect innovative behavior in networks of schools. Thus, MEC undertook to form a League of Schools with the specific objectives of a) attainment by all member schools of peer support, b) creation of a communication network, and c) provision for research aid and service support. A survey assessing the operations of IGE indicates a need for more information to be afforded participants about what IGE is and a need for more collaborative decision making between teachers and administrators. (Fourteen tables of data are presented.) (JB)

ED 077 859 SP 006 509

Case Study: Description and Development of the ISD Program in Inquiry.

Mid-Century Regional Educational Lab., Inc., Kansas City, Mo.; Nebraska Univ., Lincoln. Teachers Coll.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inquiry Training, Program Descriptions, *Program Development, Program Evaluation, Program Improvement, *Response Mode, Teacher Education, *Teacher Programs, *Teaching Skills

Identifiers—*Distinguished Achievement Award Entry

This paper describes the developmental phase of the Instructional Staff Development (ISD) program. The purposes of the program are identified as enabling teachers to utilize a) behaviors which would lead to inquiry skill development of the students and b) curricular materials designed for inquiry learning. This paper details the growth of the program, beginning with the instructional design of five steps (sensitization, instruction, practice, implementation, and assessment) for each of the six program components. These components are listed as orientation to inquiry, inquiry influence, inquiry behaviors, behavioral objectives, pupil-centered inquiry, and affective behaviors which promote inquiry. The remainder of the paper details the results of the pilot tests of the ISD program in 1970. (Related documents are SP 006 512, 006 411, 006 412, 006 413, 006 414, 006 415, and 006 515.) (JA)

ED 077 860 SP 006 512

Seagren, Alan T. And Others

Overview of the Instructional Staff Development Program.

Mid-Century Regional Educational Lab., Inc., Kansas City, Mo.; Nebraska Univ., Lincoln. Teachers Coll.

Pub Date Jul 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inquiry Training, *Response Mode, Student Behavior, Student Improvement, Student Reaction, Teacher Behavior, Teacher Education, *Teacher Programs, *Teacher Role, *Teaching Skills

Identifiers—*Distinguished Achievement Award Entry

The Instructional Staff Development program (ISD) trains teachers to exhibit behaviors which lead to inquiry skills development in students. Teachers must have an understanding of the total context within which specific strategies function, and they must learn to be responsive to feedback and input from students. The program attempts to help a teacher know what he is doing and how his behaviors could be modified to improve learning. (This paper provides an overview of the ISD program with definitions of terms, expositions of the program's background and philosophy, and descriptions of the individual components or levels of the program.) (Related documents are SP 006 509, 006 411, 006 412, 006 413, 006 415, and 006 416.) (JA)

ED 077 861 SP 006 527

Ross, Doris M.

1972 Legislation and Achievements Related to Teachers and Other School Personnel. Research Brief No. 4.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Apr 73

Note—52p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, Professional Personnel, Professional Training, *State Legislation, *Teacher Certification, Teacher Education, *Teacher Evaluation, *Tenure

Achievements and legislation (1972) related to teachers and school personnel are listed. Information was garnered via questionnaires sent to all state departments of education and related educational agencies in October 1972; legislative status as of March 1972 is indicated at the beginning of each description. Included topics are certification, collective bargaining, evaluation, personnel utilization, professional practices, tenure, and training. An appendix describes the survey instrument and lists the state agencies contacted. (JB)

ED 077 862 SP 006 529

High School Physics Teaching: A Report on Current Practices.

American Inst. of Physics, New York, N.Y.

Pub Date Nov 72

Note—100p.

Available from—Information Pool, Education Division, American Institute of Physics, P.O. Box 617, Stony Brook, New York 11790 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—High School Curriculum, *Physics, Physics Curriculum, *Physics Instruction, Physics Teachers, Science Courses, Science Curriculum, *Science Education, *Science Facilities, Student Attitudes

This study proposed to gather as much material as possible about the teaching of high school physics, including material on classroom teaching methods, the type of instructional material in use, the background and objectives of the teachers, and the students' experience and attitude towards physics. The procedures included prestudy questionnaires of teacher qualifications, lab facilities, and required texts of a sample group of 45 high schools in the northeastern United States. An investigator visited the schools to observe and record classroom activity, interviewed teachers and students, and accumulated checklists of facility and policy requirements. Generalizations about the teaching of high school physics today were drawn. (Included are appropriate analysis tables and samples of the questionnaires and checklists.) (JA)

ED 077 863 SP 006 530

Tenure. Bibliographies in Education No. 33.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Apr 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, *Contracts, Contract Salaries, *Probationary Period, *Teacher Employment, Teacher Welfare, *Tenure

This bibliography contains 286 reference works on tenure completed within the last 10 years. The bibliography contains books, articles and excerpts from books, and theses. The titles which have a single asterisk show availability through the Canadian Teacher's Federation Library. Titles with a double asterisk indicate availability in microform only. Titles followed by an ED number indicate the availability of abstracts in "Research in Education". The titles followed by "Available in ERIC" indicate that the purchase of hard or microfiche copies is possible through the ERIC Document Reproduction Service. The complete listing of the Bibliographies in Education series is included. (BRB)

ED 077 864 SP 006 531

Teacher Autonomy and Teacher Decision Making. Bibliographies in Education No. 34.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date May 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Decision Making Skills, *Educational Planning, Educational Research, Management Systems, *Operations Research, *Teacher Participation

This bibliography contains 109 reference works on teacher autonomy and teacher decision making completed during the last 4 years. The bibliography contains books, articles, and theses. The titles which have a single asterisk show availability through the Canadian Teacher's Federation Library. Titles with a double asterisk indicate availability in microform only. Titles followed by an ED number indicate the availability of abstracts in "Research in Education". The titles followed by "Available in ERIC" indicate that the purchase of hard or microfiche copies is possible through the ERIC Document Reproduction Service. The complete listing of the "Bibliographies in Education" series is included. (BRB)

ED 077 865 SP 006 532

Kelley, Edgar A. Zimmer, John W.

NUSTEP, A Performance-Based Teacher Education Program: The First Four Years, 1969-1973.

Nebraska Univ., Lincoln. Teachers Coll.

Pub Date Feb 73

Note—24p.

Available from—University of Nebraska, Teachers College, Lincoln, Nebraska 68508 (\$75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, *Achievement Gains, *Performance Based Teacher Education, Student Attitudes, *Student Evaluation, Teacher Attitudes

Research evaluating the Nebraska University Teacher Education Program (NUSTEP) is included in this document. Areas of focus are a) the effects of the program on objectively rated academic performance, b) participant attitudes, and c) the effects of the program on generating research. Presented results are shown to indicate that NUSTEP students prefer the theoretical portion of the program as opposed to the practicum training sessions and that NUSTEP-trained teachers demonstrate a greater ability to produce pupil achievement. Research programs currently under development are presented in the remainder of the paper. (JB)

ED 077 866 SP 006 536

Greenfield, Phyllis O.

Staffing Patterns in American Education, 1973.

Applied Management Sciences, Inc., Silver Spring, Md.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Opportunities, *Faculty Recruitment, Labor Market, Personnel Needs, Recruitment, School Personnel, *Teacher Employment, *Teacher Recruitment, Teacher Shortage, *Teacher Supply and Demand

This is the report of a survey of the patterns of supply and demand of educational personnel in the United States in 1973. Current trends for the different levels and specializations of educational practices, including pupil personnel services, are tabulated as to current needs (charts are included in the text). There are also comparisons of current trends to the trends of 1972 and geographic breakdowns of results, though states are not listed individually as to needs. It is reported that fields once in great need of personnel are beginning to balance out. (JA)

ED 077 867 SP 006 539

Abbey, David S.

Now See Hear! Applying Communications to Teaching. Profiles in Practical Education No. 9.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—79p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$2.00)

Document Not Available from EDRS.

Descriptors—Body Language, *Communication (Thought Transfer), *Communication Skills, *Information Theory, Interaction Process Analysis, Nonverbal Communication, *Teaching Skills, Verbal Communication

This is a study which presents analysis and discussion of many of the facets of communication. The study is directed towards people who have been or will be in a teaching/learning situation, in or outside of the classroom. There are chapters on a basic model of communication, message systems (these include discussions of feedback, meaning, time and space in communications, and body language), structuring and analyzing communication (including interaction and transactional analysis) and some practical studies of communication. Suggested readings are listed at the end of each chapter and are often mentioned in the text itself. (JA)

ED 077 868 SP 006 545

Vitello, Stanley J. And Others

Follow-Up Evaluation of a Computer Assisted Instruction Course on the Early Identification of Handicapped Children.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Course Evaluation, *Handicapped Children, Questionnaires, *Special Classes, Special Education Teachers, Teacher Behavior, *Teacher Education, Teacher Improvement

Thirty-eight regular classroom teachers took a college-level course in the identification of handicapped children via computer-assisted instruction at the beginning of the 1971 school year. During the following summer they received a 16-item questionnaire to determine their feelings about the course content, computer-assisted instruction, and the effect of the course on their teaching behavior. Thirty-one teachers responded to the questionnaire. Results indicated positive reaction to the course, the means of delivery, and the effect it had on the teachers' ability to identify handicapped children in their classrooms. (A copy of the questionnaire and results are included in the text.) (Author)

ED 077 869 SP 006 549

The New Teacher Orientation Program.

Montgomery County Public Schools, Rockville, Md.

Pub Date 72

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Beginning Teachers, Microteaching, Teacher Attitudes, Teacher Education, *Teacher Improvement, *Teacher Orientation, *Teacher Programs, *Teacher Role, Teacher Supervision, Teaching Skills

This book was designed to be read by new teachers. The first section is devoted to a description of the Montgomery County Public Schools' new teacher orientation program, a program based on a self-improvement strategy. The program description places the emphasis on microteaching; there are weekly group meetings with a leader, but as time progresses the leader will assist only if there are problems. The rest of the book is devoted to a series of essays on subjects that may be of assistance to a new teacher; these include lesson planning, the teaching process, behavioral objectives, classroom management, and evaluation programs and practices. A list of selected readings is included. (JA)

ED 077 870 SP 006 550

Cook, Fred S. And Others

A Working Model of: A Competency-Based Teacher Education System.

Wayne State Univ., Detroit, Mich. Dept. of Vocational and Applied Arts Education.

Pub Date 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Evaluation, Instructional Systems, Models, Performance, *Performance Based Teacher Education, Performance Criteria, *Performance Specifications, *Teacher Education

This document describes the instructional and the management information aspects of a competency-based education system. The discussion revolves around an explanation of the principles upon which the model is based, a description of the model itself, and an explanation of the developmental processes used to bring the system into fruition. (Author/JB)

ED 077 871 SP 006 551

Garson, Robert S.

A Comparison of the Personality Characteristics of Selected Graduate Students Majoring in Special Education and Elementary Education.

Pub Date May 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Education Majors, *Elementary Education, Emotionally Disturbed, Graduate Students, *Individual Characteristics, Mental Retardation, *Personality Assessment, Personality Studies, *Special Education

Founded on a review of literature, this study compares the personality characteristics of graduate students entering the field of special education (SP) and those entering elementary education (EE). Within the field of special education, a comparison was also made between graduate students specializing in emotional disturbance (ED) and those specializing in mental retardation (MR). Two hypotheses were formed: a) no significant difference in personality characteristics would be found between SP graduate students and EE graduate students and b) no significant difference in personality characteristics would be found between ED and MR graduate students.

The Sixteen Factor Questionnaire, Forms A and B, was administered to 45 EE, 18 ED, 23 MR, and 16 miscellaneous graduate students enrolled at Arizona State University. The results rejected both hypotheses. The EE sample was more intelligent, better at abstract thinking, more trusting, and more adaptable than the SP students. The ED sample was more emotionally stable and more likely to face reality than the MR sample. (Assumptions and limitations of the research are presented, along with recommendations for refinement of the design for future research. Three tables and two figures of data are also included.) (BRB)

ED 077 872 SP 006 553

Coleman, Peter

Teacher Turnover in School Divisions and Districts in Manitoba, 1971-1979. Occasional Paper No. 15.

Manitoba Association of School Trustees, Winnipeg.

Pub Date Sep 72

Note—18p.

Available from—The Manitoba Association of School Trustees, Room 216, 1120 Grant Avenue, Winnipeg 9, Manitoba (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contracts, *Faculty Mobility, *Job Tenure, *Probationary Period, Status, Supervisors, Supervisory Methods, *Teacher Employment, *Tenure

Identifiers—Manitoba

A survey of 58 senior school administrators was conducted to test opinions commonly held in Manitoba regarding teacher turnover. Among the opinions tested were a) that teacher turnover is presently declining rapidly, b) that few tenured teachers are released, and c) that it is becoming increasingly difficult for newly qualified teachers to obtain positions. Results indicated that turnover was minimal and that nontenured teachers were released at a 7 to 1 ratio to tenured teachers. Conclusions were drawn that indicated a) that although the province is reaching an oversupply of teachers, turnover is not dropping sharply; b) that tenure is serving to ensure a less competent teaching force; and c) that new graduates will be less and less needed in the future. (Three tables of data and three appendixes describing the questionnaire forms are included.) (JB)

ED 077 873 SP 006 554

Bryan, Clifford And Others

Fourth Year Results in Experiments in Early Education: A Comparative Assessment of Project Follow-Through, Project Read and the Basal Reading Program.

Center for Educational Studies, Grand Rapids, Mich.; Grand Rapids Public Schools, Mich. Office of Testing and Evaluation.

Pub Date Aug 71

Note—251p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Statistics, Educational Research, Equated Scores, *Methods Research, *Program Attitudes, *Program Effectiveness, Reading Materials, *Reading Programs

This evaluation report is designed to meet two major objectives: a) to determine the extent of and the factors associated with variations in success and failure among children enrolled in the Distar Follow-Through programs, and b) to determine variations in success and failure in selected measures as they occur between children enrolled in the Follow-Through programs and in two other early educational programs (Project Read and the Basal Reading Program). All three programs are described as oriented towards the development of reading skills through techniques of programmed learning and reinforcement. This report states, however, that both Project Read and Basal Reading (which utilizes various packages of prepared reading material) have as their philosophy that most failures in general education can be traced to the inability of children to comprehend and follow written material, while the philosophy of the Follow-Through programs is reported to be based on the belief that a pupil's poor performance is the result of poor teaching. This report describes and compares results of student tests, students' background, teacher and principal assessments, and other various measures from the three different programs. Appropriate tables are

included in the text. Appendixes include various supplementary materials. (JA)

ED 077 874 SP 006 555

Spaulding, Seth

Teacher Education: What Next? International Education Year 1970, No. 10.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date [70]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Innovation, Educational Technology, Social Change, *Teacher Education, Teacher Programs, *Teacher Qualifications, *Teacher Role, *Teachers

This is a description/discussion of many of the current situations in teacher education around the world, and from these are projected future changes. It is stated that the role of a teacher is changing as the world is changing; consequently, teacher training is changing with emphasis on social science methodology and clinical training. Other current developments noted, which will continue to bloom into the future, are new specialists, educational technology, education training for college teachers, and a new interest in life-long teacher education and rural education. (JA)

ED 077 875 SP 006 556

Marking and Reporting Pupil Progress. Research Summary 1970-71.

National Education Association, Washington, D.C. Research Div.

Pub Date 70

Note—55p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 434-22854, \$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Records, Achievement Rating, Grades (Scholastic), *Grading, Rating Scales, *Report Cards, *Student Development, Student Evaluation, *Student Records

This is a research summary of aspects of marking and reporting pupil progress: practices, philosophies of marking, purposes, assets, and liabilities of various marking and reporting practices. The summary is divided into three sections: a) determining and reporting pupil progress (included are descriptions of marking purposes and practices and factors that influence marking), b) methods of reporting, and c) research on marking and reporting. Listed in this last section are statistics and descriptions of various studies; the latter cover the grading of arithmetic, the grading behavior of a college faculty, grades as they reinforce contingencies and attitude changes, student reactions to course grades, and many others. The summary concludes with a plea for a greater understanding of the reportage system and the need for more attention given to the content (rather than the method) of reports. (JA)

ED 077 876 SP 006 557

Gall, Meredith D.

The Problem of "Student Achievement" in Research on Teacher Effects.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date Feb 73

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement, *Achievement Gains, *Achievement Rating, *Curriculum Design, Motivation, *Teacher Behavior

This paper criticizes the work of Barak Rosenshine on the effects of teachers on student achievement. The author cautions against accepting Rosenshine's generalizations on teaching techniques. He makes the specific criticisms that Rosenshine a) did not operationally define student achievement, b) did not assess the validity of the student achievement measures used in his work, c) did not determine whether the achievement measures were appropriate to the students sampled, d) did not determine whether or not achievement measures were related to the curriculum objectives of the teachers, and e) com-

bined the results of various studies without examining the relationships among them. Further, the author makes recommendations for future research on the topic. (JB)

ED 077 877 SP 006 558

Restad, Raymond O.

A Survey of Attitudes Held By School Administrators Toward Blind Teacher Applicants.

Pub Date Aug 72

Note—72p.; M.S. Thesis, Moorhead State College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Blind, Educational Research, Elementary Education, *Employer Attitudes, Secondary Education, *Teacher Employment, *Visually Handicapped

This study focused on the general attitudes held by school administrators toward the blind teacher. A two-part questionnaire, consisting of 13 descriptive items and a 10-item attitude scale, was completed by 553 elementary and secondary school administrators in the state of Minnesota. A frequency distribution was compiled to show degrees of attitudes and a Chi-Square analysis was made to compare groups of administrators. Attitudes were compared on the basis of administrator's age, highest degree held, geographic area from which the degree was earned, the type of school where the administrator was located, the level of his school, the population of the community in which he worked, and the degree of experience he had working with blind teachers. The responses indicated a positive attitude toward blind teachers. The level of education of the administrators and the degree of experience they had working with blind teachers were the two factors which resulted in differentiating attitudes. Administrators with the most education tended to be more positive in their view of employing teachers. Administrators with prior experience with blind teachers also tended to be more positive. (The survey questionnaire and 22 tables of statistical data are included.) (Author/BRB)

ED 077 878 SP 006 559

Language Arts Curriculum Guide.

Powell Public Schools, Wyo.

Pub Date 67

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary Education, English Curriculum, *Instructional Program Divisions, Language, *Language Arts, Language Skills, *Secondary Education

GRADES OR AGES: 1-12. SUBJECT MATTER: Language Arts. ORGANIZATION AND PHYSICAL APPEARANCE: A general introductory breakdown of objectives and philosophy of the subject taught is presented. The remainder of the document is devoted to outlines for the teaching of language arts at each grade level. OBJECTIVES AND ACTIVITIES: The objectives are given as adopted by the Powell Public Schools and are generally devoted to a more flexible curriculum and to greater student orientation. INSTRUCTIONAL MATERIALS: General guides, letter forms, and suggested activities are listed. STUDENT ASSESSMENT: No provision is made for evaluation. (JB)

ED 077 879 SP 006 560

Brophy, Jere E. Everton, Carolyn M.

Low-Inference Observational Coding Measures and Teacher Effectiveness.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Bureau No.—BR-5-0249

Pub Date 73

Contract—OEC-6-10-108

Note—137p.; Expanded version of a paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Gains, Classroom Communication, *Learning Processes, *Student Behavior, *Student Improvement, *Student Teacher Relationship

Low-inference measures of teacher process variables from two behavioral observation systems were taken on a sample of 31 teachers selected because of their consistency in producing student learning gains on the Metropolitan Achievement Test and were correlated with stu-

dent outcome measures. Correlations show the strength of relationships with success in producing student gains. Findings from the first year of a 2-year study attempt to isolate correlates of effective teaching. (Appendixes describing coding methods are included.) (Author)

ED 077 880 SP 006 561

Yafeh, Immanuel

"A New Look" at the Continuing Education (or In-Service Training) of Educational Workers.

Ministry of Education and Culture, Jerusalem (Israel).

Pub Date Apr 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuous Learning, Educational Change, *Inservice Teacher Education, School Supervision, Supervisory Methods, *Teacher Education, *Teacher Improvement, *Teacher Promotion, Teacher Role

Identifiers—Israel

Teachers who do not continually progress, regress. There are four main streams of in-service teacher education: advanced study towards academic progress, advancement as teachers, professional regeneration, and advancement towards new or special objectives. In-service training must bring about the continuous revitalization of a teacher. Changes are recommended in the concept and practice of in-service teacher education along each of the four streams mentioned, particularly as they pertain to Israel. These changes include giving the responsibility for teaching a subject throughout a whole system to department heads of postprimary schools, encouraging further academic advancement, and founding a Council for the Pedagogic Guidance of Education Workers. (JA)

ED 077 881 SP 006 562

Application Procedures for Out-of-Province Teachers Seeking Certification and Evaluation of Their Qualifications.

Canadian Teachers' Federation, Ottawa (Ontario).

Pub Date Sep 72

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Credentials, *Teacher Certificates, *Teacher Certification, *Teacher Employment, Teacher Experience, *Teacher Qualifications, Teacher Recruitment, Teacher Salaries

Identifiers—Canada

This book is the result of analyses made of the application forms and other materials given by the department of education registrars and heads of qualification evaluation services in Canada to out-of-province teachers seeking certification and assessment of their salary category status. This report is divided into two parts. Part A contains six tables outlining the procedures to follow when applying for certification in another province. Part B contains four tables outlining additional procedures to follow in the three provinces—British Columbia, Alberta, and Ontario—in which there are qualification evaluation services. Included in all tables is information such as supporting documents required, training and experience, position assistance, and fees necessary for each individual province. (Author/JA)

ED 077 882 SP 006 563

Gall, Meredith D.

What Effect Do Teachers' Questions Have on Students?

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date Feb 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, *Reactive Behavior, *Student Reaction, *Student Teacher Relationship, *Teacher Influence, *Thought Processes

The author describes ways to test for relationships between student achievement and higher cognitive questions asked by the teacher. He details methods for evaluating student responses in terms of answer quality and presents some of his own preliminary research on student response length. Higher cognitive questions, he hypothesizes, elicit and shape thought processes which manifest themselves in oral responses. Three tables of data are presented. (JB)

ED 077 883 SP 006 564

Nickerson, Jacquelyn And Others
Community-Based Teacher Education Programs.
 Michigan State Univ., East Lansing. Mott Inst. for
 Community Improvement.
 Pub Date May 73
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Education, Elementary
 Grades, Elementary School Teachers, *Laboratory
 Schools, *Laboratory Training, *Preser-
 vice Education, *Teacher Interns, Teacher Pro-
 grams, Teaching Experience, *Urban Teaching
 Identifiers—Michigan

This is a report on off-campus, community-
 based urban teacher education programs in three
 of the Metropolitan areas in Michigan: Detroit,
 Pontiac, and Flint. The described purpose of the
 program is to provide a new teacher with expe-
 rience for working with urban youth in a
 changing society, to develop leaders who possess
 a "feel" for the community from which the child
 comes. Consequently, the report states, the educa-
 tion student works in the classroom setting on
 an extended basis and is also allowed to gain
 first-hand experiences in the community. The
 remainder of the report briefly describes the
 three individual programs: the Detroit Specialized
 Teacher Preparation Program, the Pontiac
 Teacher Education Program (operated through
 the Dana P. Witmer Human Resources Center),
 and the Flint Elementary Intern Program in
 Urban Teaching. (JA)

ED 077 884 SP 006 565

Dropkin, Ruth, Ed. Tobier, Arthur, Ed.
Notes from Workshop Center for Open Education.
 City Univ. of New York, N.Y. City Coll.
 Workshop Center for Open Education.
 Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date Jun 73

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Corridors, *Flexible Classrooms,
 *Inservice Teacher Education, Interior Space,
 *Open Education, *Open Plan Schools, Space
 Utilization, *Teacher Workshops

This booklet, published by the Workshop
 Center for Open Education, contains eight arti-
 cles on open education and teacher centers. The
 first article, providing background information on
 the Workshop Center, emphasizes the need for
 distribution of information to teachers, adminis-
 trators, paraprofessionals, and parents on open or
 informal education in the New York City area.
 The second article deals with the teacher center
 as an agent of change; the third speaks of the
 commitment to innovation by the teacher center.
 The fourth and fifth articles emphasize the im-
 portance of a coordinated staff and the
 broadened scope of responsibility of the teacher
 center. The sixth article presents changes in the
 primary schools which would necessitate changes
 in the roles of teachers. The seventh article con-
 tains notes from the advisor to a second-grade
 classroom in an open corridor school. The final
 article presents the parent's view of the open cor-
 ridor design. Included in the booklet are a list of
 Workshop Center publications. (BRB)

ED 077 885 SP 006 569

Richards, Philip H.
Analysis of the Delphi Survey 1972-1973.
 Pub Date [73]

Note—11p.; AOTE National Invitational Con-
 ference Redesigning Teacher Education Pre-
 conference Input

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, Evaluation
 Methods, Evaluation Techniques, Question-
 naires, *Teacher Characteristics, *Teacher
 Evaluation, *Teacher Qualifications, *Teaching
 Quality, Teaching Skills

Identifiers—The Delphi Technique

This study utilized the Delphi Technique to
 identify desired competencies at four stages of
 professional education: entry, preservice, in-ser-
 vice, and teacher educator. As originally
 developed, the Delphi Technique consists of four
 steps: a) each participant is asked to write his
 opinion on a specific topic; b) each participant is
 asked to evaluate all of the opinions in terms of a
 given criterion; c) each participant receives the
 list and summary of responses and, if his view dif-
 fers from most, is asked to revise his opinion or
 state why he will not; and d) each participant

receives the final list and summary and is again
 asked to repeat or revise his opinion. For this
 study the Delphi procedure was used in question-
 naires sent to educators asking them to list the
 desired competencies. These questionnaires were
 reviewed by a Delphi Committee, and a second
 and then a third questionnaire were prepared.
 (This paper includes detailed results from the
 questionnaires.) (JA)

ED 077 886 SP 006 570

Zerfoss, Evelyn Shapiro, Leo J.

**The Supply and Demand of Teachers and
 Teaching.**

Study Commission on Undergraduate Education
 and the Education of Teachers.

Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date [72]

Note—55p.

Available from—The Nebraska Curriculum
 Development Center, Andrews Hall, University
 of Nebraska, Lincoln, Nebraska 68508 (No
 price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Opportunities (Jobs),
 Methods Courses, *Social Factors, *Social In-
 fluences, *Teacher Education, *Teacher Educa-
 tion Curriculum, Teacher Employment,
 Teacher Selection, *Teacher Supply and De-
 mand

There is a general oversupply of teachers. At-
 tempts to regulate teacher supply and demand
 are flawed by assumptions that teachers are a
 limited consumer item and that the school system
 will persist in its present form. The financial
 crises of schools, the demand of accountability,
 and the challenge to the principle of compulsory
 education indicate that the schools of the future
 will be greatly changed, even to "school" occur-
 ring in many settings. The new pluralism of in-
 stitutions and the demand for knowledge utiliza-
 tion to solve societal problems, should be
 reflected in the training of teachers. To meet fu-
 ture needs, colleges and universities, whose train-
 ing programs are being called ineffective, would
 have to conduct research to determine the learn-
 ing needs of teachers. As reflected by trends in
 society and schools, these future needs relate to
 development and use of technology, development
 and use of work study programs, and provisions
 for equal opportunity. (JA)

ED 077 887 SP 006 571

Purcell, Edna Jean, Ed.

**Future Directions for Teacher Education in
 Wisconsin Public Higher Education. Centennial
 Conference Proceedings.**

Wisconsin Univ., Oshkosh.

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Economic Fac-
 tors, *Educational Change, Educational De-
 mand, Laboratory Schools, *Performance
 Based Teacher Education, *Teacher Certifica-
 tion, *Teacher Education, Teacher Experience
 Identifiers—Wisconsin

This is a report of the centennial conference of
 the University of Wisconsin-Oshkosh. Included
 are details of centennial activities, topics of
 discussions, the highlights of a speech by Karl
 Massanari on performance-based teacher educa-
 tion, and highlights of discussions, even down to
 transcripts of group discussions. Topics and
 problems covered in this report include limiting
 enrollments in teacher education, teacher
 preparation and field experiences, certification
 and licensing procedures, and the general future
 of teacher education. (JA)

ED 077 888 SP 006 573

Lundgren, Ulf P.

**Pedagogical Frames and the Teaching Process. A
 Report From An Empirical Curriculum Project.**
 Gothenburg Univ. (Sweden). Inst. of Education.

Pub Date 73

Note—56p.; Paper presented at the Annual Meet-
 ing of the American Educational Research As-
 sociation (New Orleans, Louisiana, February
 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, *Curriculum
 Planning, Educational Strategies, *Educational
 Theories, Teaching Models, *Teaching
 Procedures, *Teaching Techniques, *Theories

Teaching process data was collected on two
 levels for this long-range project. On one level it
 was collected as extensive data with the lesson as
 the analytical unit. On the other level, it was col-
 lected based on the single utterance within the
 lesson. The results indicate that the teaching pat-
 tern can be explained by the steering function of
 the pedagogical frames (objectives, class com-
 position, time at disposition). The frames form
 the grammar of the classroom language as well as
 the pedagogical roles of the students. The
 theoretical explanation is formed in respect to
 curriculum theory and theory on teaching.
 (Author)

ED 077 889 SP 006 574

LaBrecque, Richard Ravitz, Leonard

**Nova Ratio Studiorum: The Teacher as En-
 trepreneur.**

Pub Date 73

Note—25p.; Paper presented at the Annual Meet-
 ing of the American Educational Research As-
 sociation (New Orleans, Louisiana, February
 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Experience, Community In-
 fluence, Educational Philosophy, Educational
 Principles, *Educational Theories, Foundations
 of Education, *Practicums, *Teacher Educa-
 tion, *Teacher Education Curriculum,
 *Teacher Role

The problem has always been making educa-
 tional theory relevant to practice. University edu-
 cation instruction isolates the problems from the
 practice. This study is based on the notion that
 the community rather than schools is the context
 for designing a teacher preparation curriculum.
 In this framework students of education are viewed
 as "human development entrepreneurs." Dewey's
 concept of growth is the criterion for judging the
 merits of proposed and effectuated teacher educa-
 tion programs. Wide-range field experiences
 and a curriculum viewed from a sociopsychologi-
 cal standpoint would follow. Theory is mythmak-
 ing, causing practice to conform to nonrealities.
 Curriculum should emerge instead from problems
 confronting students in the classroom and com-
 munity. The program proposed here is a synthesis
 of phenomenology, instrumentalism, reconstruction-
 ism, analytic philosophy of education, and
 Skinner behaviorism. (JA)

ED 077 890 SP 006 576

Shugrue, Michael F.

**Performance-Based Teacher Education and the
 Subject Matter Fields. PBTE Series No. 11.**

American Association of Colleges for Teacher
 Education, Washington, D.C.

Spons Agency—National Center for Improvement
 of Educational Systems (DHEW/OE), Washing-
 ton, D.C.

Report No.—PBTE-SER-11

Pub Date Jun 73

Note—31p.

Available from—Order Department, American
 Association of Colleges for Teacher Education,
 Suite #610, One Dupont Circle, Washington,
 D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, Educational
 Programs, English Education, *Evaluation
 Criteria, *Performance Based Teacher Educa-
 tion, *Performance Criteria, *Teacher Educa-
 tion, *Teacher Evaluation, Teaching Quality

Focusing on individual abilities and needs, on
 objectives, and on the sharing process by which
 these objectives are formulated and used as the
 basis of evaluation—and given its efficiency
 (enhanced by feedback)—performance-based
 teacher education (PBTE) offers valuable alter-
 natives to current curriculum requirements,
 course offerings, and credit and grading systems
 in many undergraduate departments in the arts
 and sciences. Subject matter specialists might ob-
 ject to PBTE on the basis of a general distrust of
 reforms or the current limited philosophic and
 knowledge base for PBTE. It is up to subject
 matter specialists, however, to broaden the
 research on the matter. English is a good example
 of a discipline closely related to teacher educa-
 tion which is undergoing a far-reaching self-ex-
 amination which may lead to a redefinition of
 goals. Other disciplines face similar opportunities.
 PBTE can promote the most rigorous questioning
 of goals. Ultimately, each teacher can be more
 explicit about what he intends to do in his course,
 and he can begin to think of his work in terms of

changes in student behavior. The question of assessment, though, is still a problem. (Related document is SP 006 578.) (JA)

ED 077 891 SP 006 577

Parker, Herbert S.

The Effect of Instruction Upon Student Beliefs and Behavior. A Follow-Up Study of Some Graduate Degree Candidates Between 1969 and 1972.

Pub Date May 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, *Educational Objectives, *Educational Philosophy, *Effective Teaching, *Student Opinion, Student Reaction, *Teacher Education, Teacher Evaluation

This pilot study was initiated with the assumption that present teacher education fails to prepare enrollees for carrying out classroom instructional responsibilities. Its purpose was to determine the effect of specific training of teachers upon a) their instructional philosophy and behavior and b) the reasons, as perceived by the graduate student, for any conflict between the two. One hundred and forty students were contacted to answer an opinionnaire; and 40 percent responded. They were asked questions on their present instructional philosophy and opinions of educational procedures. Results were compared with all propositions set forth in the instructional goals of their course; a median of 87 percent of the respondents supported all these propositions. Responses to questions describing student behavior were compared with the statements of their beliefs, and it was found conflict did exist in all designated areas. Reasons were not given by the respondents in all cases, though, of the reasons given, lack of administrative support occurred frequently. (Tables indicating results are included in the text, and the letter to former students and the opinionnaire are appended.) (JA)

ED 077 892 SP 006 578

Merwin, Jack C.

Performance-Based Teacher Education. Some Measurement and Decision-Making Considerations.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—PBTE-SER-12

Pub Date Jun 73

Note—42p.

Available from—Order Department, American Association of Colleges for Teacher Education, Suite #610, One Dupont Circle, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Evaluation Criteria, Measurement Techniques, *Performance Based Teacher Education, *Performance Criteria, Teacher Behavior, *Teacher Education, Teacher Evaluation, Teacher Improvement, *Teaching Quality

The Committee on Performance-Based Teacher Education (PBTE) of the American Association of Colleges for Teacher Education reported that adequate evaluation is critical to the success of PBTE. Some basic measurement and decision-making concerns are crucial to such an evaluation. Essential is a list of competencies. Problems in assessing attainment of these competencies include environmental factors, time factors, characteristics of both the pupils and the type of learning involved. But even in the lists of competencies already available, there arise questions as to exactitude of terms, as to whose performance, the teacher's or the pupil's, is being assessed, and as to the ability to assess behavior at all. Above all, it is important to establish a relationship between teacher performance and changes in pupil behavior; the research to establish this relationship must one day be conducted. All things considered, the need for any measurement at all boils down to a need for a basis for more adequate prediction. Until the problem of assessment is surmounted, the real potential for a significant contribution of the PBTE approach will remain unknown. (JA)

ED 077 893 SP 006 579

Nash, Paul

A Humanistic Approach to Performance-Based Teacher Education. PBTE Series No. 10.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Report No.—PBTE-SER-10

Pub Date Apr 73

Note—35p.; Order Department, American Association of Colleges for Teacher Education, One Dupont Circle, Suite #610, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Criteria, Human Development, *Humanism, *Humanization, Measurement Techniques, *Performance Based Teacher Education, *Performance Criteria, Teacher Education, *Teacher Evaluation

Questions are raised in making performance-based teacher education (PBTE) a more humanistic enterprise. A definition of the term "humanistic" could include such qualities as freedom, uniqueness, creativity, productivity, wholeness, responsibility, and social humanization. As to freedom, a humanistic approach to PBTE would encourage people to act deliberately and intentionally out of self-framed goals; a problem is that such goals are not externally measurable. PBTE would in theory protect one's uniqueness, but would find conflict with the general standards of behavior society demands. The flexibility of PBTE could foster creativity, but this might suffer under the need for measurement. The humanistic idea of productivity, which is different from that of industry, holds that productiveness comes from the center of the person. The wholeness of an individual might suffer in PBTE with its possible emphasis on short-term, isolated gains. The matter of teacher responsibility and PBTE brings back the question of the nature of teacher responsibility. As to social humanization, perhaps making teachers behave more efficiently in the context of the present authority structure may entrench the forces that have led to dehumanization. (JA)

ED 077 894 SP 006 581

Accountability.

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Dec 72

Note—20p.

Available from—National Education Association, Instruction and Professional Development, 1201 16th St., N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Legislation, *State Legislation, Student Teacher Relationship, *Teacher Certification, *Teacher Evaluation

This document first takes up the broader aspects of accountability, then details in later sections specific state legislation for assessment and accountability. There are three parts. Part I, "A Crisis in Education: Accountability and Quality," provides an overview of the current issues surrounding teacher accountability. Part II, "Guidelines for Quality Education," informs the reader of a checklist that may be used to relate elements of accountability legislation to the established needs of quality education. Part III, "Accountability: From Fantasy to Reality," suggests what teacher associations can do to operate under excessively restrictive legislation. (JB)

ED 077 895 SP 006 591

McCrory, David L., Ed.

A Design for the Teacher Education Center.

Beachwood Middle School, Ohio.

Pub Date May 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Experience, *Continuing Education Centers, Inservice Teacher Education, Laboratory Schools, Open Plan Schools, *Preservice Education, *Professional Continuing Education, *Teacher Education, Teacher Programs, *Team Teaching

The Middle School in Beachwood is a unique site for a teaching center due to its open-space architecture, its team teaching organization, and its flexible curriculum. The faculty of the Middle School are utilized as supervisors of teacher education students with the belief that such work is of tangible benefit for the children in the Middle School. For teacher education students, the Mid-

dle School is a thorough training experience as the school provides a climate of continuous stimuli. The plan of action at the center should encompass three spheres of experience for veteran teachers and teachers in training: experiences that all teachers should have; experiences some teachers should have; and special experiences developed and directed by each individual teacher. The total picture that should emerge of the center's work should suggest a school enterprise in which every person is responsible to and for one another. (JA)

ED 077 896 SP 006 593

Guide to Applying for Educational Employment.

National Education Association, Washington, D.C.

Pub Date 71

Note—14p.

Available from—Publication Sales Section, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 431-25520 \$2.5)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Beginning Teachers, Employment Interviews, *Employment Practices, Employment Qualifications, *Job Application, *Job Placement, *Occupational Guidance, *Teacher Employment

This booklet has been designed by the National Education Association to provide members of the united teaching profession and new entrants into the field with general information on how to find and apply for educational positions. The contents cover the basic steps of job hunting from compiling resume and references to locating vacancies, applying for a position, interviewing, and following up on applications. (Authors/JA)

ED 077 897 SP 006 594

Opinions of the Committee on Professional Ethics With Reference to the Code of Ethics of the Education Profession. 1969 Edition.

National Education Association, Washington, D.C.

Pub Date 69

Note—114p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 201-06052 \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Principles, Contracts, *Ethics, *Guidelines, *Standards, Teacher Attitudes, *Teacher Behavior, Teacher Dismissal, Teacher Role

This book contains the text with annotations of the most recent (1961) Code of Professional Ethics from the National Education Association (NEA). Enumerated in the code are four principles of commitment—commitment to the students, the public, the profession, and Professional Employment Practices. Also included in this book are 53 Opinions of the NEA from 1952 to 1967. Topics included in these opinions are blanket applications for employment, acceptance of position during school controversy, the selling of encyclopedias, disparaging remarks about students, discussion of controversial issues in the classroom, the coercion of subordinates to join a professional association, acceptance of gifts, reasons for dismissal, and prohibited speech. (JA)

ED 077 898 SP 006 596

National Aquatic Conference on Professional Standards in Aquatics and Approaches to Certification (2nd, Long Beach, California, October 22-25, 1971).

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72

Note—112p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Programs, Performance Criteria, *Physical Education, Physical Fitness, *Physical Recreation Programs, *Standards, *Swimming

This conference report is divided into two sections, as was the conference. The first section treats professional standards for aquatic education. Covered in detailed outlines of premises and skills are professional standards for the physical

educator, the aquatic instructor, the aquatic specialist, and the aquatic administrator. The second section is devoted to approaches and criteria for certification of the aquatic educator. Included are the texts of addresses delivered at the conference, which range from skin and scuba diving through synchronized swimming and aquatic facilities management to small craft and open water activities. (JA)

ED 077 899 SP 006 597

Gnagey, William J.

Controlling Classroom Misbehavior. What Research Says to the Teacher Series. No. 32.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 65

Note—34p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Observation Techniques, Classroom Techniques, *Discipline, *Negative Reinforcement, *Punishment, *Social Behavior, *Socially Deviant Behavior, Student Behavior

This booklet, one in a series entitled "What Research Says to the Teacher," deals with controlling classroom misbehavior. Introductory sections deal with the definitions of classroom discipline and related research problems. Control techniques are also mentioned, as are their effects. The bulk of the document, however, is a discussion of the ripple effect, the use of a control technique to influence behavior of other students by punishing one student as an example. (JB)

ED 077 900 SP 006 598

Hunsicker, Paul

Physical Fitness. What Research Says to the Teacher Series. No. 26.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 63

Note—36p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Exercise (Physiology), Health Activities, Heart Rate, Mental Health, Muscular Strength, *Physical Fitness, *Physical Recreation Programs

This booklet, one in a series entitled "What Research Says to the Teacher," deals with physical fitness. The initial section discusses what physical fitness is and what its characteristics are. Section two details various aspects of physical fitness and its relation to mental health. The remainder of the document discusses briefly the need for physical fitness, aspects of measurement techniques, and prerequisites to physical well-being. Age-related activities for various physical needs are also suggested. A list of physical fitness tests and measures are included. (JB)

ED 077 901 SP 006 599

Strang, Ruth

Guided Study and Homework. What Research Says to the Teacher Series. No. 8.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 68

Note—36p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Assignments, Home Instruction, *Home Study, *Homework, *Learning Activities, *Learning Motivation, Learning Theories

This booklet, one in a series entitled "What Research Says to the Teacher," deals with guided study and homework. The first section discusses the general topic of supervised and guided study; study methods and the psychology of learning are examined as are related factors. Section two takes up the topic of study at home: objectives of homework, present practices, problems associated with homework, effect of homework on scholastic success, effect of distraction, conditions conducive to home study, and homework policy modification. (JB)

ED 077 902

SP 006 600

Espenshade, Anna S.

Physical Education in the Elementary Schools.

What Research Says to the Teacher Series. No. 27.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 63

Note—35p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Elementary Education, Elementary Grades, Motor Development, *Physical Education, *Physical Education Facilities, Physical Fitness, *Program Improvement

This booklet, one in a series titled "What Research Says to the Teacher," deals with physical education in the elementary schools. Two major sections detail a) the objectives of elementary physical education, and b) the feasibility of achieving those objectives. A selected research bibliography is included as are suggested topics for further study. (JB)

ED 077 903

SP 006 601

Smith, Louis M.

Group Processes in Elementary and Secondary Schools. What Research Says to the Teacher Series. No. 19.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 59

Note—32p.

Available from—National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Elementary Schools, *Group Behavior, *Group Dynamics, *Group Instruction, *Group Relations, Groups, *Group Structure, Group Unity, Leadership Responsibility, Secondary Schools

This book is a general report on aspects of group processes in elementary and secondary schools with reference to appropriate research. Group processes are defined as changes in the social unit known as the group that take place over a period of time; the expected changes occur in three domains—cognitive, psychomotor, and affective. The book covers the informal structure and functioning of the group, the teacher and the group (with discussions of leader behavior), and group influences and individual learning. Basic ideas for teacher use are suggested, and there is a brief bibliography. (JA)

ED 077 904

SP 006 603

Henson, Kenneth T.

Teacher Training: A Personal Approach.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Unity, *Interpersonal Relationship, *Peer Relationship, Peer Teaching, Personal Adjustment, Personal Growth, *Personal Relationship, *Student Teacher Relationship, *Student Teaching, Teacher Education

Indiana State University has developed an experimental program to develop a personal approach to teacher training. The ultimate intention of the program is to produce educators who are personally committed to the development of the young people often collectively labeled "students." Devices used in the program include the use of student names, student photos to facilitate prompt correlation of names and faces, personal tutorials, and, above all, the use of the student in class operations such as lectures, discussions, peer teaching, and course evaluation. (JA)

ED 077 905

SP 006 604

Pass/No Credit Survey.

University of Northern Iowa, Cedar Falls. Dept. of Education.

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, College Credits, *Credit No Credit Grading, *Grades (Scholastic), Pass Fail Grading, Questionnaires, *Student Evaluation, *Student Teachers, *Summative Evaluation, Teacher Education

This research study surveyed the use of pass/no credit grading in student teaching. The measurement devices used were questionnaires developed

to poll the opinions of the following groups: university personnel, coordinators of student teaching, noncenter hiring officials, student teachers, center cooperating teachers, and center administrators. Questions asked centered on approval or disapproval of pass/no credit grading in student teaching, opinions of the system's strengths and weaknesses, and suggestions for improvement. The composite summary of all data received indicates approval of the pass/no credit system from all personnel involved in the student teaching program. (Copies of each questionnaire are included as appendices. Results of each questionnaire are included in the text.) (JA)

ED 077 906

SP 006 605

Lindsey, Margaret, Ed.

Teacher Education: Future Directions. A Report of the Fiftieth Anniversary Conference of the Association for Student Teaching 1970.

Association of Teacher Educators, Washington, D.C.

Pub Date 70

Note—157p.

Available from—NEA Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036 (Stock No. 861-24492 \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Differentiated Staffs, *Educational Trends, Federal Programs, *Social Environment, *Social Influences, Staff Utilization, *Teacher Education

This is a collection of essays on the current situations and projected trends of teacher education. After two introductory essays, "Realignments for Teacher Education" and "Historical Perspectives on the Future," the book is divided into three sections, each devoted to symposium papers on a particular topic. The first section is on the social context of teacher education, the second on the professional context (including discussions of staff differentiation, teachers for the ghetto, and negotiation and the education of teachers), and the third on the federal role in teacher education. Concluding the book are recommendations for the Association of Teacher Education. (JA)

ED 077 907

SP 006 606

Graduate Education in Health Education, Physical Education, Recreation Education, Safety Education, and Dance. Report of a National Conference.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 67

Note—86p.

Available from—American Association for Health, Physical Education and Recreation, 1201 16th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Dance, Degree Requirements, Doctoral Degrees, Guidelines, *Health Education, Masters Degrees, *Physical Education, *Physical Recreation Programs, Program Proposals, *Safety Education

This book is designed to improve programs of graduate study in five majors under the general heading of health education: physical education, health education, recreation education, safety education, and dance. The first section outlines the history and purposes of graduate education in health-oriented majors and proposes that the same problems that plague them plague graduate education in general—mainly, the placement of emphasis in graduate study. Detailed in this book are guidelines for general educational patterns and organization, instructional methodology, instructional and research resources, and guidelines for programs of study for each of the five majors. (JA)

ED 077 908

SP 006 607

Professional Preparation of the Elementary School Physical Education Teacher.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 69

Note—20p.

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Elementary Education, *Elementary School Teachers, Graduate Study, *Physical Education, Teacher Education

This document serves as a guideline for the professional preparation of elementary school physical education teachers with reference to special curriculum needs within the physical education major area. It is an attempt to identify a) policy statements on student personnel and faculty and b) concepts, competencies, and experiences to be incorporated into a curriculum plan as each institution deems desirable. The focus of content is on professional preparation at the undergraduate level, though it also suggests guidelines for a graduate program. (Author/JB)

ED 077 909 SP 006 608
Preparing the Elementary Specialist...a Report of the Proceedings of the National Conference on Professional Preparation of the Elementary Specialist (Lake Ozark, Missouri, April 27-30, 1972).

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 73

Note—137p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 245-25448 \$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Development Specialists, *Childhood Needs, Elementary Education, *Elementary School Teachers, Motor Development, Physical Education, *Teacher Education, *Teacher Qualifications

This conference report includes the texts of speeches on the general subject of preparing the elementary specialist. Five purposes of the conference are designated: a) to review beliefs about children and their needs for movement, aesthetics, and rhythmical experiences; b) to develop insights concerning the significance and uniqueness of comprehensive developmental programs for children; c) to clarify the role of dance in a comprehensive physical education program; d) to examine guidelines for professional preparation; and e) to identify recommendations for action by members and by the American Association for Health, Physical Education and Recreation. Subjects included in the speeches are the changing role of the specialist, the creation of an environment for children's learning, and criteria for professional preparation of elementary specialists. (JA)

ED 077 910 SP 006 609
Directors' Evaluation of Urban Instructional Training and Development Institute, Essex County College.

Essex County Coll., Newark, N.J.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date [71]

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Community Involvement, Low Income, Minority Groups, Remedial Instruction, Teacher Education, *Teacher Interns, Teaching Assistants, *Urban Education, *Urban Teaching

This is a second-year report on a program to train college graduates for community college teaching functions with low-income and urban minority students. Four purposes of the program are listed: a) to help train future community college teachers in innovative teaching styles, b) to raise the level of sensitivity among this potentially professional group, c) to create a human reservoir of talented and experienced community-level teachers who are able to cope with education in the deprived urban environment, and d) to facilitate the graduate education of these teachers. The report indicates that the training towards these goals is incorporated into a three-part program: graduate enrollment in a participating college; participation in a community-oriented program, and placement as assistant teachers at the undergraduate level (including remedial teaching in English and Sci-Math). Appendixes include general correspondence and a program layout of community work. (Author/JA)

ED 077 911 SP 006 610
Music Curriculum Guide.
Powell Public Schools, Wyo.

Pub Date 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bands (Music), Curriculum Guides, *Music, *Music Activities, Musical Instruments, *Music Education, *Music Facilities, *Music Theory, Orchestras, Vocal Music

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Music skills and music education. ORGANIZATIONAL AND PHYSICAL APPEARANCE: There is a section for each grade which outlines different objectives, activities, and instruments. OBJECTIVES AND ACTIVITIES: A short outline of objectives for each grade or grade group introduces each section, included in these objectives are plans for general activity, the specific music theory to be discussed, and the specific music readings and listenings. INSTRUCTIONAL MATERIALS: Specific texts and instruments are included in each section outline. STUDENT ASSESSMENT: No provision indicated. OPTIONS: No provisions indicated. (JA)

ED 077 912 SP 006 612
Urban Education Institute. Director's Report, 1970-71.

Pasadena City Coll., Calif.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date Jul 71

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Continuous Learning, Educational Disadvantage, Inservice Programs, *Inservice Teacher Education, *Institutes (Training Programs), *Urban Education, *Urban Teaching

This is an interim report on the Urban Education Institute, which is designed to provide part-time in-service education for experienced community college personnel. The objectives of the program are listed as follows: to retrain and retool teams of experienced personnel in order to make these personnel more effective/affective in meeting the needs of students from educationally or sociologically deprived backgrounds and, in the process, to effect institutional change within each cooperating college to make that institution more responsive to the demands of urban education. Participants are designated as trainees, training instructors, and ghetto/barrio tutors. Included as appendixes are committee reports and assignment data. (JA)

ED 077 913 SP 006 613
Predicting Success in Teaching.

Fox Valley Technical Inst., Appleton, Wis.

Pub Date Dec 71

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, Personnel Evaluation, *Predictive Ability (Testing), *Predictive Measurement, Predictive Validity, *Teacher Employment, *Teacher Evaluation, Teacher Placement

This is a report on a pilot program in predicting success in teaching conducted at Fox Valley technical Institute. The goals of the program are listed as follows: a) to write a philosophy, objectives, and systematic plan for a pilot program of evaluation; b) to select a personality measurement instrument and an instructor rating scale (for supervisors and students); c) to conduct an in-service program for supervisors dealing with the administration of the rating scale; d) as an ultimate goal, to determine whether predicting teacher success is possible through these means; and e) if nothing else, to collect data to support hiring decisions. Findings are included in the text; and scales, tables, and a bibliography are placed as appendixes. (JA)

ED 077 914 SP 006 615
Continuous Progress Program Inservice Materials.

Chicago Board of Education, Ill.

Pub Date 71

Note—196p.

Available from—Chicago Board of Education, 228 N. LaSalle Street, Chicago, Illinois 60601

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Development, Curriculum Planning, Educational Programs, *Individualized Instruction, *Inservice Education, *Learning Readiness, *Program Content, Teaching Techniques

Identifiers—Board of Education, City of Chicago

The Continuous Progress Program of the Board of Education for the City of Chicago focuses on the improvement of education for the individual child and the upgrading of educational practices and techniques. The philosophy of the program is based on the individualized rate of teaching and learning of the pupil. Its planning and organization is dependent upon the involvement of teachers, administrators, students, and parents. Behavioral objectives, mastery learning, specialized learning problems, and curriculum development aids are included in the curriculum of the program. Various teaching approaches are used, within an emphasis on the need for individualization. The King School Reading and Mathematics Skills Charts are employed as aids in curriculum development along with the Schubert School Continuous Development Syllabus. The program stresses the need for flexible classrooms, continuous communication with parents, and an accurate pupil evaluation. (A three-page bibliography is included along with forms used for communication with parents and evaluation of pupils.) (BRB)

ED 077 915 SP 006 618
The Cleveland State University and Cuyahoga Community College 1970-1971 Instructor-Counselor Program. Director's Evaluation Report.

Cleveland State Univ., Ohio. Coll. of Education; Cuyahoga Community Coll., Cleveland, Ohio.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 71

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Students, *Counseling Programs, *Educationally Disadvantaged, Instructional Systems, Systems Approach, *Teacher Education, Teacher Programs, Teaching Techniques, *Tutorial Programs, Underachievers

The 40-week Instructor-Counselor program, jointly sponsored by Cleveland State University College of Education and Cuyahoga Community College in Cleveland, Ohio, was designed to prepare instructor-tutor-counselors for work with underachieving/disadvantaged first- and second-year college students. The objectives of the program focused on the knowledge of a major field of study, the characteristics of the disadvantaged underachiever, instructional theory, and individualized approaches to learning. Thirty-four subjects participated in regular, special, and elective course work; three internship experiences; mini-counseling laboratories; final projects; individual student projects; and individual advising sessions. Evaluation of the program centered on academic and internship performance, conferences at the beginning and end of each semester, participant conferences, mini-laboratory and final project performance, and staff and administration feedback. Evaluation data confirmed the success of the program in relation to the establishment of the instructor-counselor-tutor concept, the use of the systems approach in developing the program, individualized learning techniques, and knowledge about the underachieving college student. (An 18-part appendix presents evaluation forms, brochures, schedules, seminar syllabus, and the Distinguished Achievement Award Commendation.) (BRB)

ED 077 916 SP 006 619
Bess, Lorraine J. And Others

Urban On-Site Teacher Education Preparation in Teacher Education Centers: Bruce Elementary School, Seaton Elementary School, Trousdell Elementary School.

District of Columbia Teachers Coll., Washington, D.C.

Pub Date Nov 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Observation Techniques, Evaluation Methods, *Field Experience Programs, *Preservice Education, Student Teaching, *Teaching Experience, Teaching Techniques, *Urban Education, *Urban Teaching

This paper presents an inner-city, elementary teacher education program which focused upon a) the acquisition of teaching techniques and skills in the urban learning setting, b) the learning of theory together with reinforced practice in functional field experiences, c) the reinforcement

of principles of child growth and development through direct contact with the children, d) the development of procedures for individualized instruction and diagnostic teaching, and e) the encouragement of continuous evaluation. The time sequence for the first semester (16 weeks) is given along with prerequisites for the 10-week student teaching program. The program is further explained in case studies from Bruce, Seaton, and Truesdell elementary schools, Washington, D.C. A copy of the budget is presented along with evaluation procedures. Copies of the following data forms are included together with definitions of terms and evaluation standards: the Minnesota Teacher Attitude Inventory, used to check preservice attitudes; teacher/student observation techniques; and a Micro-Teaching Check List. Contributions of the program to the improvement of teacher education are discussed, with emphasis on the direct, urban teaching experience. (BRB)

ED 077 917 SP 006 620
Recommended Standards and Evaluative Criteria for the Education of Music Teachers.
 Music Educators National Conference, Washington, D.C.
 Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Music Education, *Music Teachers, Music Techniques, Music Theory, *Performance Criteria, Teacher Characteristics, *Teacher Evaluation, *Teacher Qualifications, Teaching Styles

This document represents a compilation of questionnaires designed to arrive at standards and evaluative criteria for the education of music educators. The document is divided into five broad areas: a) personal qualities, b) musical competencies, c) professional qualities, d) general education, and e) professional procedures. Under these broad headings possible standards are broken down as to type and degree. The stated assumption that reflects all the standards in this document is that music educators need to demonstrate more than performance skills; they need broad musicianship, coupled with open-mindedness towards the use of any sounds combined in a musical context, that will enable them to address themselves to any music they encounter. A recommended music education curriculum outline is appended. (JA)

ED 077 918 SP 006 623
Application and Enrollment Patterns of Transfer Students, Fall 1971. Report Number 29.
 State Univ. of New York, Albany. Central Staff Office of Institutional Research.
 Pub Date May 73
 Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Background, Educational Research, *Enrollment Rate, *Institutional Research, *State Colleges, State Surveys, *State Universities, *Transfer Students

This second annual study of the application and enrollment patterns of university transfer students provided information concerning the inter-campus mobility of students attending institutions under the program of the State University of New York. Data were provided by the enrollment survey conducted in 1971. This study sought to analyze the higher education backgrounds of transfer students through an input model. The data yielded information concerning a) admission level of transfer students; b) type of educational background; c) applications, acceptances, and enrollment; d) acceptances versus enrollment; and e) provision of transfer places in State University senior institutions. (Seventy-nine tables of data from the participating universities, eight basic summary tables and 21 related summaries, and a publication list from the Central Staff Office of Institutional Research are included.) (BRB)

ED 077 919 SP 006 624
Ciampa, Bartholomew J.
Sensitization Locus Model for Teacher Education: A Proposal.
 Pub Date [72]
 Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, Internship Programs, *Performance Based Teacher Education, *Preservice Education, *Self Concept, *Teacher Attitudes, Teacher Education, Teacher Education Curriculum, Teacher Experience, Teacher Interns

This paper is a descriptive study constructed around the questions, What is effective teaching? and How is it produced? Previous research findings on the subject are examined from an Aristotelian viewpoint, resulting in the equation of "good teachers" with people who perceive themselves as "good people." The remainder of this paper proposes a design for a program model for teacher education which enables the student to evaluate his own goals, values, assets, and liabilities in both an intellectual and effective mode. Emphasis is given to performance-based education in internship and in-field programs. Charts and a bibliography are included. (JA)

ED 077 920 SP 006 625

Grover, Burton L. And Others

A Comparative Multivariate Analysis of Competency-Based Teacher Education Programs. Final Report.

Western Washington State Coll., Bellingham.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No—BR-2-J-004

Pub Date Mar 73
 Contract—OEC-X-72-0009(057)
 Grant—OEG-0-70-1930(715)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation Methods, Individual Characteristics, Instructional Program Divisions, Performance Contracts, *Performance Criteria, *Performance Factors, *Performance Specifications, *Program Evaluation, Research Criteria, *Teacher Education

Identifiers—Department of Health Education and Welfare

This research project represents an attempt to capitalize on the study opportunity provided by the simultaneous operation of seven teacher training programs by one institution and to cope with problems which normally have plagued teacher training program evaluation efforts: lack of validation of performance criteria, nonequivalence of trainees in different programs, varying objectives, and insufficient data. In trying to discern relationships among selected variables, one major purpose was to identify teaching performances that potentially are more sensitive to training efforts. A series of factor analyses of selected subsets of variables did not reveal any factor which accounted for more than 10 percent of the variance. Teaching characteristics tended not to appear in factors containing entry program variables, although grade level taught did have a relationship with teaching variables such as indirect verbal influence. (Suggestions for subsequent multivariate approaches to the study of teacher education are provided; they include recommendations to reduce the range of grade levels included in any one study.) (Author/JA)

ED 077 921 SP 006 626

Kenny, James And Others

How Students See Teachers.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, Student Attitudes, *Student Opinion, *Student Reaction, *Teacher Behavior, Teacher Characteristics, *Teacher Evaluation, Teacher Role, Teaching Quality

A study of student-perceived teacher roles was attempted at four different school levels: elementary school, middle school, high school, and college. In each case, students were asked to give three qualities which characterized the "good" teacher and three qualities which characterized the "bad" teacher. Written responses were then postcoded and scored in one of 18 possible categories according to a protocol adapted from studies at Western Michigan University. Results were compared for students in the different schools and for differences between the sexes. Qualities that became increasingly important in the higher school levels were also indicated. (Author/JA)

ED 077 922 SP 006 627

Campbell, Donald E.

Relationship Between Attitudes and Characteristics of Student Teachers.

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Measurement Instruments, Measurement

Techniques, *Student Teachers, Student Teaching, *Teacher Attitudes, *Teacher Characteristics

This study examined the relationship between attitudes of student teachers and ratings of student teachers according to characteristics deemed most desirable of teachers. The Minnesota Teacher Attitude Inventory (MTAI), which purportedly predicts how well a teacher will get along in interpersonal relationship, was chosen as the instrument to obtain expressions of attitudes of student teachers to children and school work. Characteristics of a teacher which were deemed most desirable by school administrators were assumed to be those items included on forms used to obtain staff recommendations. The study was initiated just before the conclusion of a semester of student teaching. Within the limits of this investigation, little relationship was found to exist between the attitude of student teachers as expressed at the end of a student teaching experience and the ratings of characteristics desired by school administrators. The paired comparison technique for assessment of desired teacher characteristics provided an operational taxonomy for determining the strongest characteristics of a student teacher. (Tables with results are included as appendices.) (JA)

ED 077 923 SP 006 630

Ellis, Arthur K.

Question Classification Instruction in a Human Behavior Unit.

Pub Date [71]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Grade 5, *Inquiry Training, *Questioning Techniques, *Response Mode, Response Style (Tests), *Teacher Influence, Teaching Techniques

Previous research has demonstrated a relationship between questions asked by teachers and corresponding levels of student achievement. The present study was designed to measure the effect of a unit in which fifth-grade students were taught a system of question classification. The results as measured by the criterion instrument Question Classification Inventory indicated that significant differences in achievement occurred in favor of the group which was taught a question classification scheme over two other groups. (Appropriate tables are included in the text.) (Author)

ED 077 924 SP 006 631

Melnik, M.

The Teacher Evaluation Questionnaire and the Quantification of Results.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Effective Teaching, *Evaluation Criteria, Evaluation Techniques, *Questionnaires, Student Teacher Relationship, *Teacher Evaluation, *Teacher Improvement, *Weighted Scores

This paper discusses the importance of criteria in the evaluation of a teacher by his students and proposes a method of representing the results of the questionnaire in the form of one weighted average. The following points, emphasized in the construction of the questionnaire, are elaborated: a) the characteristics of a good teacher; b) the formulation of broad, basic, purposeful questions; and c) the opportunity for students to express their feelings. Also detailed are the objectives of the questionnaire: a) the lessening of personal bias in the evaluation process, b) the evaluation of the instructor in relation to student learning, c) the encouragement of a helpful attitude of the instructor toward his students, d) the discouragement of easy grading and minimal requirements, e) the encouragement of uniform grading, and f) the comparison of teachers in the same area. A questionnaire is included with the computation of weighted means. (BRB)

ED 077 925 SP 006 633

Rubin, Rosalyn A.

Follow-Up of Applicants for Admission to Graduate Programs in Special Education. Occasional Paper #11.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-9-332189-4533(032)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Rank (Professional), Educational Research, *Educational Status Comparison, *Fellowships, Graduate Students, *Graduate Surveys, *Special Education

As one means of assessing the effects of graduate programs and fellowship awards in special education, a survey of the educational and professional status of special education applicants was conducted approximately 4 years after the filing of original applications to graduate school. The survey showed the following results: a) 71 percent of fellowship recipients completed graduate degree programs, 82 percent pursued careers in special education, and 5 percent continued full-time graduate studies; b) 38 percent of graduate students without fellowships earned advanced degree and 62 percent were employed in special education; and c) candidate selection decisions based on the Miller Analogies Test scores and undergraduate grade point average rather than on clinical judgment would have reduced false positives among those accepted into degree programs by 36 percent, thus reducing false negatives by 40 percent. (Seven tables of statistical data are presented.) (BRB)

ED 077 926 SP 006 634

Tarling, Mary E.

Teacher Training Bibliography.

University of Southern California, Los Angeles.

Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—71p.

Available from—Instructional Materials Center for Special Education, 1031 S. Broadway, Suite 623, University of Southern California, Los Angeles, California 90015 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Bibliographies, Educational Research, Newsletters, *Teacher Education, *Teacher Programs

This 55-page annotated bibliography of teacher training is divided into four sections. Each section contains an alphabetical listing of items; each item is assigned a number. The four sections are as follows: a) Packaged Programs and Guides (self-contained modules, guides, and "how-to-do-it" manuals, #100-299); b) Articles (descriptions of aspects of teacher training programs and teaching skills, #300-99); c) Bibliographies and Newsletters (as related to teacher training, #400-99); d) Research (#500-27). All items, from all four sections, are cross-referenced under one subject heading index in the opening pages. (Author/JA)

TM

ED 077 927

TM 002 721

Radcliffe, Vickey W.

Evaluation.

Nebraska State Dept. of Education, Lincoln. Div.

of Instructional Services.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Education, *Evaluation Methods, Evaluation Techniques, *Inservice Education, *Management Education, Program Descriptions, *Program Evaluation, Program Planning, School Administration

A program to teach evaluation skills to middle-management administrative personnel is described. The course consisted of three training sessions totaling 12 hours. The course notebook materials presented are: (1) objectives; (2) planning educational experiences through systematic procedures; (3) outline of materials—what is evaluation?, where does evaluation fit in educational development?, objectives of evaluation purposes of statewide evaluation, criteria for evaluating proposed project evaluation; (4) "From Evaluation Theory into Practice"—excerpt from a speech; (5) Student Information System—to be used in determining student needs, as an aid to program planning; (6) representative learning outcomes and possible methods of evaluation;

(7) assessment planning chart; (8) trait validation procedures; and (9) an annotated bibliography. Indicators of Quality, an instrument for measuring school quality by observing the behavior that goes on in the classroom, is presented in an appendix. The information collection instruments attached are a project release, in which participants indicated their interests and needs prior to the program, the final evaluation of sessions, and a questionnaire for evaluation skills. A brochure describing the program is attached. (KM)

ED 077 928

TM 002 723

Boldt, Robert F.

Trends in Aptitude of Graduate Students in Science.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ETS-PR-73-7

Pub Date 19 Jan 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Able Students, Aptitude Tests, *Career Choice, *Economic Factors, *Employment Trends, Graduate Students, *Graduate Study, Science Careers, Scientists, Technical Reports, *Test Results

Identifiers—*Graduate Record Examination

In an attempt to provide some indication as to whether the recent employment trends among scientists is resulting in a drop of the ability of students entering scientific fields, GRE files were used to construct a history of aptitude test statistics for 1966-67, 1967-68, 1970-71, and 1971-72. For the latter three years, students were classified by the department which they indicated should receive their scores. For data from 1966-67, classifications were based on the fields which students indicated an intention to study. The latter means were unaccountably depressed. Declining trends in means were noted for the last three years studied for physical sciences math sciences, engineering, basic social sciences, applied social sciences, and the arts and humanities. A declining trend in the Quantitative score was very strong for physical sciences, math sciences, and engineering, and a declining trend in Verbal scores was also noted in the other areas mentioned above. The trends noted are in agreement with the hypotheses of the study, though such agreement does not by itself imply any particular effective cause. Given these results, suggestions were made for a continuing monitoring of similar data and a validation of trends noted in the history file. (Author/KM)

ED 077 929

TM 002 724

Florida Statewide Assessment Program 1971-72: Capsule Report.

Florida State Dept. of Education, Tallahassee.

Bureau of Planning and Evaluation.

Pub Date 72

Note—31p.

Available from—Evaluation Section, Department of Education, Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, Grade 2, Grade 4, Listening Comprehension, *Reading Achievement, Reading Comprehension, *Reading Skills, *Reading Tests, State Programs, *Student Evaluation, Study Skills, Syntax, Tables (Data), Technical Reports, Visual Discrimination

Identifiers—*Florida

This abbreviated form of the report of Florida's Statewide Assessment Program summarizes the key results and recommendations of the State's performance on the 1971-72 assessment of selected reading-related skills in grades 2 and 4. Topics discussed are: (1) why test? (2) what is statewide assessment? (3) what do 1971-72 assessment results show? and (4) what was learned from objective referenced assessment?—auditory perception and discrimination, visual perception and discrimination, identification of sound-symbol relationships, word processing, recognition, meaning, listening comprehension, reading comprehension, study skills, syntactical structure. The percentage of students in the State achieving each objective is presented in an appendix. (For related documents, see TM 002 725-727.) (KM)

ED 077 930

TM 002 725

Cheek, Martha C. Haynes, Judy L.

Florida Statewide Assessment Program 1971-72 Technical Report; Section 3: Statewide Results and Recommendations.

Florida State Dept. of Education, Tallahassee. Bureau of Planning and Evaluation.

Pub Date 72

Note—112p.

Available from—Evaluation Section, Department of Education, Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Auditory Discrimination, Grade 2, Grade 4, Listening Comprehension, *Reading Achievement, Reading Comprehension, *Reading Skills, Reading Tests, State Programs, Statistical Data, *Student Evaluation, Study Skills, Syntax, Tables (Data), Technical Reports, *Test Interpretation, *Test Results, Visual Discrimination

Identifiers—*Florida

The third section of a four-part technical report on Florida's Statewide Assessment Program provides statewide results of tests of reading-related skills in grades 2 and 4 and recommendations based on the results. A description of the reading-related skills is provided in Chapter 1, which covers assessment of reading skills, organization of objectives, auditory perception and discrimination, visual perception and discrimination, identification of phoneme-grapheme correspondences, word processing, recognition, listening comprehension, reading comprehension, meaning, study skills, syntactical structure, and figures of speech. Results, interpretations, and recommendations for grades 2 and 4 are provided in Chapters 2 and 3, respectively. Recommendations include emphasis on phoneme-grapheme correspondences, teaching basic sight words, reading and listening comprehension skills, and word attack skills. (For related documents, see TM 002 724, 726-727.) (KM)

ED 077 931

TM 002 726

Shrestha, Gambhir M. And Others

Florida Statewide Assessment Program 1971-72 Technical Report; Section 2: Statistical Information.

Florida State Dept. of Education, Tallahassee.

Bureau of Planning and Evaluation.

Pub Date 72

Note—169p.

Available from—Evaluation Section, Department of Education, Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation Techniques, Grade 2, Grade 4, Item Sampling, Reading Achievement, *Reading Skills, Sampling, *Scoring, Scoring Formulas, State Programs, *Statistical Data, *Student Evaluation, Tables (Data), Technical Reports, *Test Results

Identifiers—*Florida

The second section of a four-part technical report of Florida's statewide program for assessing reading-related skills in grades 2 and 4 provides statistical and scoring information. Item and student sampling, a test re-scoring study, reporting statewide assessment data (percentage of achievement, types of tables used), and standard error (comparing a district score with the State score) are discussed. Presented in appendices are: (1) 1971-72 high priority objectives for reading in Florida, ages 7 and 9; (2) statistical formulas; and (3) tables showing 68% confidence intervals for each objective for the districts and the State. (For related documents, see TM 002 724-725, 727.) (KM)

ED 077 932

TM 002 727

Haynes, Judy L. Impara, James C.

Florida Statewide Assessment Program 1971-72 Technical Report; Section 1: Introduction, Procedures, and Program Recommendations.

Florida State Dept. of Education, Tallahassee.

Bureau of Planning and Evaluation.

Pub Date 72

Note—23p.

Available from—Evaluation Section, Department of Education, Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Evaluation Methods, Grade 2, Grade 4, *Program Descriptions, *Reading Achievement, *Reading Skills, Reading Tests, State Programs, *Student Evaluation, Technical Reports

Identifiers—*Florida

The first section of a four-part technical report of Florida's statewide program for assessing reading-related skills in grades 2 and 4 provides an introduction to the program, a description of procedures used, and recommendations regarding program operation. Program background, design, and responsibility for assessment activities are

discussed in the introduction. The procedures discussed are: selection of statewide objectives, pupils and pupil characteristics, selection of random sample, assessment instruments, testing conditions, distribution of materials, completion of local testing, and test scoring. The recommendations on program operation involve special target groups, representativeness of sampling, test materials, instructions and general information, and packaging and distribution of test materials. Florida's Educational Accountability Act of 1971, the legislative impetus for this assessment program, is provided in an appendix. (For related documents see TM 002 724-726.) (KM)

ED 077 933 TM 002 728

Weiss, David J. Betz, Nancy E.

Ability Measurement: Conventional or Adaptive?
Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RR-73-1

Pub Date Feb 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability, Comparative Analysis, Group Tests, Individual Tests, *Literature Reviews, *Measurement Instruments, Psychometrics, *Testing, Test Reliability, Test Validity

Research to date on adaptive (sequential, branched, individualized, tailored, programmed, response-contingent) ability testing is reviewed and summarized, following a brief review of problems inherent in conventional individual and group approaches to ability measurement. Research reviewed includes empirical, simulation and theoretical studies of adaptive testing strategies. Adaptive strategies identified in the literature include two-stage testing and multistage tests. Multistage tests are differentiated into fixed branching models and variable branching models (including Bayesian and non-Bayesian strategies). Results of research using the various strategies and research approaches are compared and summarized, leading to the general conclusion that adaptive testing can considerably reduce testing time and at the same time yield scores of higher reliability and validity than conventional tests, under a number of circumstances. A number of new psychometric problems raised by adaptive testing are discussed, as is the criterion problem in evaluating the utility of adaptive testing. Problems of implementing adaptive testing in a paper and pencil mode, or using special testing machines are reviewed; the advantages of computer-controlled adaptive test administration are described. (Author)

ED 077 934 TM 002 729

Osborn, William C.

Developing Performance Tests for Training Evaluation.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-PP-3-73

Pub Date Feb 73

Note—8p.; Paper presented at U.S. Continental Army Command Training Workshop (Fort Gordon, Georgia, October 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Military Personnel, *Military Training, Performance Specifications, *Performance Tests, Scoring, Speeches, *Student Evaluation, Task Performance, *Test Construction, Training Objectives

This paper describes the major action points in the course of developing a test for training evaluation. The author gives a brief summary of the 14 action points he considers basic for a test developer: (1) obtain list of terminal objectives with skill and knowledge requirements; (2) determine criticality of objectives to military mission; (3) determine adequacy of objective: presence of task behavior, conditions and standard; (4) review objective with job/training analyst; (5) determine feasibility of duplicating the objective's conditions and task behavior in a test situation; (6) develop a substitute method of testing: simulating conditions or task behavior; (7) determine number of replications or variations of test behavior necessary for reliable measurement; (8) determine controls on test conditions necessary

to insure standardization over trainees; (9) develop objective pass-fail scoring procedure for trainee qualification; (10) develop diagnostic scoring procedures for training evaluation; (11) prepare detailed instructions for tester, trainee, and scorer; (12) determine feasibility of testing on all terminal objectives; (13) determine a relevant sample of test items (terminal objectives) for inclusion in test; and (14) prepare final specifications for test administration. (Author/KM)

ED 077 935 TM 002 730

Educational Needs Assessment Program for Arizona.

Arizona State Dept. of Education, Phoenix.

Pub Date 72

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, *Basic Skills, Educational Needs, Elementary School Mathematics, Grade 8, Norm Referenced Tests, Reading Tests, Standardized Tests, *State Programs, Statistical Data, *Student Evaluation, Technical Reports, *Test Results, Writing Skills Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills

This report represents one step in Arizona's statewide student assessment program. The data presented here identify student achievement in grade 8, the end of the elementary school experience, in the basic skills of reading, writing, and arithmetic. The needs assessment program (ENAPA) is described in section one. The design for this evaluation is described in section two in terms of what is being assessed, the tools used, the reporting of scores, the representativeness of the sample, the accuracy of the sample, characteristics of the sample, data collection, and data processing. The Iowa Tests of Basic Skills and the Cognitive Abilities Test were the instruments used. In section three, test results are presented according to Arizona Predicted and Obtained Mean Grade Equivalents, along with national norms. A breakdown of Arizona Obtained scores by ethnic and sex subgroups is given, as is a comparison between predicted and obtained scores for each ethnic subgroup. Median data for the Arizona sample is compared with national, Far West, and Southwest norms. Results are given for vocabulary, reading comprehension, spelling, capitalization, punctuation, usage, mathematics concepts, and mathematics problem solving. (KM)

ED 077 936 TM 002 731

Standards of Quality and Objectives for Public Schools in Virginia 1972-74 Enacted by the General Assembly of Virginia, 1972.

Virginia State Dept. of Education, Richmond.

Pub Date [73]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, Bulletins, *Educational Objectives, *Educational Quality, Library Standards, *Public Schools, School Administration, School Personnel, School Planning, *State Standards, Teaching Quality Identifiers—*Virginia

In compliance with the new Constitution of Virginia, standards of quality were adopted by the State Board of Education and enacted by the General Assembly. These standards and objectives deal with administrative and teaching personnel, programs (elementary, secondary, kindergarten, special education, vocational education, and continuing education), instructional materials and/or educational television, planning and management, and student and teacher performance. (KM)

ED 077 937 TM 002 733

Rookey, T. Jerome

Creativity: Concepts and Explorations.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Cognitive Processes, *Creativity, *Creativity Research, *Creativity Tests, Emotional Response, *Evaluation Methods, Literature Reviews, *Models

The lack of a universal definition of creativity has led to the assessment of creativity according to the definition favored by the evaluator. These assessments fall into four groups. The first centers around the concept of the creative product; it assesses a tangible event or relationship that results from the creative process, which is implied but not assessed. In this group, the work of one per-

son is evaluated by a second person or group. A second group is concerned with the psychological health of the creative person and uses very subjective assessment techniques. A third group studies the environment in which creativity occurs on the premise that creativity can be facilitated or debilitated by environmental manipulation. It investigates the past or present environment of a creator. A fourth group studies the creative process and consists of the affective and cognitive schools. The cognitive school views creativity as primarily an ability; the affective school views it as primarily an attitudinal phenomenon. These schools use observer, symbolic-task, remote associates, and interview approaches. These groups can be integrated and their functional relationships explained through a model based on a simple electric circuit: creative and convergent production are connected by an ability line which runs through an affective facet to draw from our experiences. As the attitude is depressed, creative production is short-circuited; as the attitude is heightened, creative production is increased. This model can be used to test a number of hypotheses about creativity. (KM)

ED 077 938 TM 002 735

Klein, Stephen P.

An Evaluation of New Mexico's Educational Priorities.

Pub Date Apr 72

Note—11p.; Paper presented at meeting of Western Psychological Association (Portland, Oregon, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, Community Attitudes, *Educational Attitudes, *Educational Objectives, *Rating Scales, *State Surveys, Student Attitudes, Teacher Attitudes, Technical Reports

Identifiers—*New Mexico

A study was conducted to determine the educational objectives that the school districts in New Mexico consider most important. Secondary purposes were to determine whether the two methods yielded similar or different priorities and whether there were any systematic differences in the views of certain districts and/or kinds of raters. Twenty-seven school districts formulated important objectives in social studies, communication skills, math, and science. Each of the 153 objectives was printed on a card, and the cards were divided into 4 decks for each of the subject areas. Within each of 31 additional district, four teams of raters were formed, each consisting of a student, a teacher, an administrator, and a community representative. Each team member, sorted each deck of cards into three piles—below average importance, average importance, and above average importance—with a minimum of five in each pile. Each team also researched a consensus as to the 5-15 objectives it considered most important. The procedure was then repeated with the 27 districts involved in developing the objectives. The results indicated that certain objectives tended to be considered much more important than others and that this trend was consistent across different kinds of raters and districts and the two methods (i.e., individual raters vs. group consensus). (KM)

ED 077 939 TM 002 736

Strand, Theresa

Maintaining Subject Participation: Factors to Consider in a Longitudinal Study.

Pub Date [73]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Followup Studies, Letters (Correspondence), Literature Reviews, *Longitudinal Studies, *Questionnaires, *Research Methodology, Research Problems, Research Skills, Research Tools, *Surveys

An overview is provided of factors considered relevant to gaining and maintaining the participation of subjects in longitudinal studies. Research findings indicate that the response rate can be affected by various aspects of the questionnaire, type of sponsorship, use of incentives, special mailing techniques, and followup procedures. Other factors that survey practitioners consider important are the contents and approach of the cover letter and followup communications, personalization, promise of anonymity, and enclosing a stamped, addressed envelope. In conducting surveys, researchers have found a relationship between response and respondent characteristics

such as sex, race, achievement, educational level, and occupation. These findings suggest the importance of making all subjects feel they are valuable members of the population and employing motivating techniques that will win the cooperation of those more likely to be nonresponders. Survey literature also contains a large body of information on the psychological and mechanical aspects of designing a questionnaire that will appeal to respondents. Researchers stress the importance of subject identification with the study and suggest various techniques for gaining and maintaining their cooperation, including techniques for tracing respondents who have moved and/or changed their names. (Author/KM)

ED 077 940 TM 002 740

Kentucky Educational Needs Assessment Study Outline. Phase II: Condensed Report.

Kentucky State Dept. of Education, Frankfort. Pub Date Sep 71

Note—116p.; Report of a study conducted in cooperation with EPIC Diversified Systems Corporation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Affective Behavior, *Cognitive Processes, Data Analysis, *Data Collection, *Educational Needs, Educational Objectives, Field Studies, Grade 4, Grade 7, Grade 11, Pilot Projects, Psychomotor Skills, Sampling, Statistical Data, Task Performance, Technical Reports, *Testing, Test Validity
Identifiers—*Kentucky

The Kentucky State plan for the collection of data concerning the cognitive, affective and psychomotor needs of school children is discussed. The plan entailed three phases: (1) the identification of learner needs; (2) translating needs priorities into program goals and field testing the program objectives in a sampling of school districts to provide baseline data for the establishment of district, regional, and State norms; and (3) refining of program objectives and further field testing to validate established norms. This report presents the baseline data generated by Phase II of the Needs Assessment Study. The following aspects are included: subject focus, planning phase, tests selected for the learner needs assessment pilot study, sampling procedures, learner performance objectives, statistical information, and identified needs. Data analyses of Grades 4, 7, and 11 are also included. (CK)

ED 077 941 TM 002 742

Goals for Kentucky Schools. Kentucky Assessment and Evaluation Project. A Progress Report.

Kentucky State Dept. of Education, Frankfort.

Report No.—R-2

Pub Date Feb 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Educational Needs, Educational Objectives, *Evaluation, Models, Sampling, School Districts, *State Programs, Statewide Planning, *Student Needs
Identifiers—*Kentucky

A second-year interim report on a three-year cooperative study involving a regional sampling of 41 Kentucky school districts is presented. The ultimate goal of the project is to develop methods of sampling and annually assessing the extent of learners' needs and to stimulate educational programming based on the reduction of learners' needs. Major activities of Phase II, the subject of this report, centered around: (1) the development and implementation of a learner needs reduction plan; (2) orientation and training sessions for school district teams; and (3) assessing educational outcomes in sampling districts. The learner needs reduction concept model is described, as are implementation steps and sampling procedures. A preview is Phase III is also provided. Presented in appendices are a working paper on common goals for Kentucky education, a chart of behavioral objectives and measurement instruments, and details of sampling procedures. (KM)

ED 077 942 TM 002 743

Goals for Education in Colorado.

Colorado State Dept. of Education, Denver.

Pub Date 62

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Educational Objectives, Educational Policy, Educational Principles, Publications, *Public Schools, *State Programs, State Standards
Identifiers—*Colorado

Eleven goals for public education are set forth by the Colorado State Department of Education: (1) command of the knowledge, skills, habits, and attitudes essential for effective learning throughout life; (2) understanding of man and society and the determination to strive for the welfare of all people; (3) knowledge of self, understanding of one's own characteristics and motivations, and appropriate development of individual abilities and interests; (4) proficiency in recognizing and defining problems, thinking critically, objectively, and creatively about them, and acting constructively toward their solution; (5) confidence in one's own abilities, courage and initiative in the face of difficulties, and creativity and leadership in resolving them; (6) skills, attitudes, and understandings necessary for effective group action and satisfying human relationships; (7) effectiveness in communicating ideas and feelings and overcoming or avoiding barriers to communication; (8) a philosophy based upon values conducive to sound character, ethical and moral behavior, and democratic action; (9) wisdom in selecting a life work and skills, attitudes, and understandings basic to effectiveness in any life work; (10) appreciation of beauty, wherever and however it may be manifested, and the motivation to create it; and (11) knowledge, attitudes, and self-understanding basic to the achievement and maintenance of physical and mental health. (Author/KM)

ED 077 943 TM 002 745

Hunt, J. McVicker

Psychological Assessment in Education and Social Class. From the Missouri Conference (1972) on the Legal and Educational Consequences of the Intelligence Testing Movement: Handicapped Children and Minority Group Children.

Pub Date Apr 72

Note—28p.; Paper presented at the annual Missouri Conference (2nd, University of Missouri-Columbia, April 13-14, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Context, Culturally Disadvantaged, Culture Free Tests, Environment, Heredity, Intelligence Differences, *Intelligence Tests, Literature Reviews, *Norm Referenced Tests, *Psychological Testing, Racial Differences, *Social Class, Speeches, *Test Bias
"Psychological Assessment in Education and Social Class," a paper presented at the University of Missouri conference on the "Legal and Educational Consequences of the Intelligence Testing Movement: Handicapped and Minority Group Children," is provided. The historical origins of the scheme of norm-referenced testing and the evidence questioning its assumptions are summarized. The implications of the interactionist's view of heredity and environment are examined. Alternative schemes for psychological assessment are outlined which, if developed, could guide the teaching process and encourage rather than discourage ingenuity in teaching. Specific topics include revisions in the conception of intelligence and their sources (achievement and motivational autonomy, maturation and experience, and spurious factors in the longitudinal validity of the IQ) and race and social class differences in IQ. (KM)

ED 077 944 TM 002 750

Epler, Charles A.

Educational Needs in Tennessee as Perceived by Parents of Public School Students.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date 10 Nov 72

Note—15p.; Paper presented at annual meeting of Mid-South Educational Research Association (New Orleans, Louisiana, November 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Parent Attitudes, *Program Evaluation, *Public Education, Public Schools, Research Methodology, State Programs, Technical Reports
Identifiers—*Tennessee

As part of Tennessee's educational needs assessment strategy, a study was conducted to determine parental perceptions of educational needs. In 1971, 3,150 copies of two forms (randomly distributed) of the School Assessment

Questionnaire for Parents were distributed to the parents in six target school systems. Data were analyzed using the Sigma-9 Xerox Computer System. The survey demonstrated a methodology for conducting a statewide assessment of parental attitudes toward public education and provided a quantified measure of parents' perceptions about public education in Tennessee. Findings indicated that parents were satisfied with many facets of the public school program. Areas for which educational change was indicated included programmatic needs and improvements in operations. Parents indicated a willingness to pay higher taxes in support of public education. (KM)

ED 077 945 TM 002 751

Feldmesser, Robert A.

Educational Goal Indicators for New Jersey.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-PR-73-1

Pub Date Feb 73

Note—68p.; Report prepared for the Needs Assessment Advisory Council of the New Jersey Department of Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Characteristics, *Behavioral Objectives, *Educational Needs, *Educational Objectives, Educational Theories, *Program Evaluation, Social Behavior, Tables (Data), Technical Reports

Identifiers—*New Jersey

The concept of an educational goal indicator (EGI) was devised as a measure of a post-educational condition or behavior that an educational system is supposed to produce or affect. In this sense it is intended to be a "true" measure of the schools' accomplishments. A search was made, as part of the New Jersey Needs Assessment program to identify potentially useful EGIs and to determine what steps might be taken to develop others. The search was limited to those indicators for which data were already available in existing sources—primarily various publications and a public opinion survey being conducted, into which were introduced several items that could be the basis for EGIs. The results of the search are discussed under the headings of the 11 outcome goals defined by part of the Needs Assessment program. The findings suggest a distinction between two types of indicators, intentional and incidental. Intentional indicators are those based on data gathered expressly for the purpose of measuring the degree of attainment of educational goals; incidental indicators are based on data gathered for some other purpose. A comparison of the two types based on ten characteristics of good EGIs reveals that intentional indicators are preferable. (KM)

ED 077 946 TM 002 752

Smith, Brandon B. And Others

Project IMPROVE: Developing and Testing a Statewide System for Evaluation of Vocational Education Programs.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date 71

Note—16p.; Paper presented at annual meeting of American Vocational Association (Portland, Oregon, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, Employer Attitudes, *Job Satisfaction, *Models, *Program Evaluation, Technical Reports, Test Reliability, *Test Selection, Vocational Adjustment, *Vocational Education

Accountability in vocational education is discussed as consisting of two subsystems, one providing data about developing new programs and the other as providing data for answering questions about the quality of existing programs. The Minnesota model for product evaluation, the latter subsystem, is discussed. It is predicated on the theory that vocational programs serve a dual role—they provide society with a source of skilled workers where there is a demand for skilled workers (social maintenance) and they provide the individual with skills to progress in an occupation where his/her needs can be fulfilled. The Minnesota Satisfaction Questionnaire (to be completed by a student) and the Minnesota Satisfaction Scales (to be completed by the immediate supervisor) were chosen as measurement instruments for a pilot test of the model, and a study was conducted to determine the sensitivity and reliability of these scales before the pilot test. So were all the students who graduated from a

post-secondary vocational program in one of nine curriculum clusters in Minnesota in 1968-69 and who were employed one year after graduation, a total of 1,229. Results were not positive, but evidence for rejection of the scales was not conclusive. Suggestions for further research are made. (KM)

ED 077 947 TM 002 753

Davis, Rene V. Siojo, Luis T.

Analogical Reasoning: A Review of the Literature. Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-1

Pub Date 15 Oct 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Tests, *Intelligence Tests, Literature Reviews, *Psychological Tests, *Psychometrics, Test Reliability, Test Results, *Test Reviews, Test Validity

Identifiers—*Analogy Tests, Guilford (J P), Piaget (Jean), Spearman (C), Thorndike (E L)

The mathematical and philosophical origins of "analogy" are described and their influence on the thinking of intelligence theorists is traced. Theories of intelligence and cognition bearing on analogical reasoning are examined, specifically those of Spearman, Thorndike, Guilford and Piaget. The analogy test item is shown to be a paradigm for Spearman's theory. The relevance of Piaget's theory of formal reasoning to an analysis of analogical reasoning is detailed. Data and findings about analogy tests are summarized. Support is adduced for Guilford's factorial interpretation of analogy test scores within the Structure of Intellect. (Author)

ED 077 948 TM 002 754

Harman, Harry H.

An Evaluation of the Multivariate Methodology of the Project.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-4

Pub Date Mar 73

Note—14p.; Paper presented at a symposium of annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Tests, *Concept Formation, Correlation, *Factor Analysis, Speeches, *Statistical Analysis, *Test Construction

Presented at a symposium on "The Structure of Concept Attainment Abilities Project: Final Report and Critique," this paper provides the methodological aspects of the project. The discussion centers around a "Guide to the Multivariate Methods," which is provided in the paper. The basic guide-posts are the types of analysis and the types of content. The latter include concept attainment by subject-matter field or combined, and cognitive abilities, or both. The three factor analytic techniques used to examine the data and obtain derived factor solutions. The next major phase of the analysis, the construction of 56 cognitive tests for the 1970 study, the factor analysis of these tests, and the reduced battery for use in the 1971 testing, is briefly noted. The most important part of the project—the study of relationships between the concept attainment measures and the cognitive abilities measures—is then described. The interbattery approach of Tucker, used to determine if there were factors common to the battery of cognitive abilities tests and the battery of concept attainment measures, is discussed. (DB)

ED 077 949 TM 002 756

Soar, Robert S.

Accountability: Problems and Possibilities. Problems in Accountability and the Measurement of Pupils.

Pub Date 28 Feb 73

Note—7p.; Paper presented at the annual meeting of American Educational Research Association (New Orleans, Louisiana, February 28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Educational Accountability, *Measurement Instruments, Speeches, *Student Testing, *Teacher Behavior

One of the most significant revelations of this paper is a recent finding that indicates that a size-

able number of nonlinear relationships between pre-post gain scores of pupils are found when measured by newer, nonstandardized instruments, which are valid and reliable. When instruments/procedures of this sort are used, the fit for pupils at both the high and low ends of the scale tend to be thrown seriously out of line to the end that they exhibit difficulty in showing any significant gain, while the average students seem to generate normal, expected gains. It has also become fairly evident that a number of pupil characteristics tend to grow at a painfully slow rate so that it becomes almost impossible to realize an appreciable gain in the relatively short space of a year or two. One suggested resolution is to identify a reasonable, manageable number of pupil growth measures that have been found to be related to specific, measurable teacher behaviors and to build accountability programs that are predicated more on teacher behavior than on pupil growth factors. (Author/DB)

ED 077 950 TM 002 757

Pinkowski, Francis And Others

Evaluation in New Jersey Education: A Survey of Present Practices and Recommendations for Future Action.

New Jersey State Dept. of Education, Trenton.

Div. of Research, Planning, and Evaluation.

Pub Date Jun 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Evaluation Methods, Evaluation Needs, Program Costs, Program Descriptions, *Public Schools, *State Programs, *Surveys

Identifiers—*New Jersey

Current evaluation activities in the New Jersey school system are surveyed, and recommendations for future evaluation efforts are made. The current activities and future developments of school (or school district), statewide, and project (or program) evaluation are discussed individually. The following program objectives are suggested: to raise the number of trained education evaluators, to strengthen evaluation capability at each administrative level, to install satisfactory evaluation instruments, to administer instruments which evaluate pupil performance in relation to local and State goals, to expand district evaluation so that all schools are evaluated on a cyclical basis, to evaluate school districts for Bateman incentive aid qualification, to expand evaluation so that all projects financed through the Department are evaluated on a cyclical basis; and to increase expenditures for evaluation activities. Strengths and weaknesses of several program alternatives are discussed. Recommendations for short-range action are made concerning school district, statewide, and project evaluation, and recommendations for long-range action are made concerning needs assessment, management information system, cost analysis, instruction, and department task analysis. Additional questions for consideration are listed. An analysis of costs and an overview of an ETS survey of State testing programs are presented in appendices. (KM)

ED 077 951 TM 002 758

Moodie, Allan G.

An Evaluation of the "Drugs Are Like That" Program.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-06

Pub Date Apr 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Drug Education, Elementary Grades, *Instructional Films, *Parent Participation, Parent Reaction, Program Attitudes, *Program Evaluation, Questionnaires, Teacher Attitudes, Technical Reports

Identifiers—British Columbia, *Vancouver

The purpose of this study is to assess in selected Vancouver elementary schools the drug education program utilizing the film "Drugs Are Like That." Questionnaire responses are summarized for: (1) parents who attended the advanced showings of the film with the subsequent discussions on drug abuse, and (2) principals, teacher, counsellors, nurses and Junior League volunteers who assisted with the drug education program for grades 4-7 at seven elementary schools. Analysis of responses showed that: (1) the majority of parents and resource personnel

gave a "good" rating to the film, the evening program, classroom discussion, and the kit of drug information booklets; (2) most parents and resource personnel indicated that the film was suitable primarily for grade 4 and secondarily for grade 5; and (3) both groups agreed overwhelmingly that schools should share with parents the drug education of children. (For related documents, see TM 002 759-60.) (Author/KM)

ED 077 952 TM 002 759

Moodie, Allan G.

Summary of Questionnaire Responses From Parents. Appendix A.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-06

Pub Date Apr 72

Note—10p.

Available from—Not available separately; see TM 002 758

Document Not Available from EDRS.

Descriptors—*Drug Education, *Parent Reaction, Program Attitudes, *Program Evaluation, *Questionnaires, Rating Scales, *Test Results

Identifiers—British Columbia, *Vancouver

The questionnaire for parents who previewed the drug education program for grades 4-7 in the Vancouver schools and responses to the questionnaire are presented. All questions except one involve rating aspects of the program on a scale—excellent, good, fair, poor. The last question asks for the respondent's comments. (For related documents, see TM 002 758, 760.) (KM)

ED 077 953 TM 002 760

Moodie, Allan G.

Summary of Questionnaire Responses from Persons Who Assisted With the Drug Education for Pupils. Appendix B.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-06

Pub Date Apr 72

Note—12p.

Available from—Not available separately; see TM 002 758

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Drug Education, Program Attitudes, *Program Evaluation, *Questionnaires, Rating Scales, Teacher Attitudes, *Test Results

Identifiers—British Columbia, *Vancouver

The questionnaire administered to persons who assisted with the drug education program in Vancouver in grades 4-7 and responses to the questionnaire are presented. Most questions involve rating aspects of the program on a scale—excellent, good, fair, poor. The last question asks for the respondent's comments. (For related documents, see TM 002 758-59.) (KM)

ED 077 954 TM 002 761

Reid, Marilyn J.

An Evaluation of the Alternate Programs in "Area C" at MacCorkindale School, 1971-72.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-26

Pub Date Sep 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Comparative Analysis, Grade 4, Grade 5, Open Education, *Open Plan Schools, *Parent Reaction, *Program Evaluation, Self Contained Classrooms, *Student Attitudes, Tables (Data), Technical Reports

Identifiers—British Columbia, *Vancouver

In November, 1971, the 106 Years 4 and 5 pupils of Area C at MacCorkindale School were assigned to two groups—2/3 stayed in the open area and the remainder were moved into a self-contained room within the Area where they could have more structure and direction. This study includes a comparison of Area C pupils with a control group and an evaluation of the alternative programs within Area C. The self-esteem of Area C pupils was higher than that of pupils in a control group. On the School Sentiment Index, Area C pupils had a more positive attitude toward learning than did pupils in the control group. The attitudes toward school of the open area pupils were more positive than those in the self-contained room on all the concepts except learning. Pupils in the open area had higher reading scores

than pupils in the self-contained room, but their growth rates in reading were very similar. The features of Area C liked most by the pupils were the teachers, the free periods, and the freedom generally. The least-liked aspects were the noise and untidiness. The alternate arrangements in Area C appear to be providing for the differing needs of children and they are being well received by the pupils and their parents. (For related document, see TM 002 762.) (Author/KM)

ED 077 955

TM 002 762

Reid, Marilyn J.

School Sentiment Index. Appendix C.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-26
Pub Date Sep 72
Note—5p.

Available from—Not available separately; see TM 002 761

Document Not Available from EDRS.

Descriptors—Multiple Choice Tests, Open Plan Schools, *Questionnaires, *School Attitudes, *Student Attitudes
Identifiers—*True False Tests

The questionnaire used to elicit the attitudes of students toward school is presented. It consists of 75 true-false items. (For related document, see TM 002 762.) (KM)

ED 077 956

TM 002 765

Goals for Public School Education in Texas.

Texas Education Agency, Austin.

Pub Date 72

Note—2p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Educational Principles, Pamphlets, *Public Schools, *State Standards
Identifiers—*Texas

The goals for public schools in Texas pertain to student development, organizational efficiency, and accountability. The goals for student development involve intellectual discipline, economic and occupational competence, citizenship and political understanding and competence, physical and environmental health and ecological balance, appreciation of cultural and aesthetic values, and competence in personal and social relations. The goals for organizational efficiency involve the relevance of the learning process, cooperation with professional faculty in decision-making, a personnel program that will attract and retain competent people, and cost-effectiveness. (KM)

ED 077 957

TM 002 766

Analysis and Follow-Up of 1969-70 Evaluation Report.

New Mexico State Dept. of Education, Santa Fe. Div. of Research and Development.

Pub Date 13 Nov 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Followup Studies, *Program Evaluation, Public Schools, *School Districts, *School Improvement, State Programs, Technical Reports
Identifiers—*New Mexico

Thirty-one school districts and Albuquerque High School and its feeder schools were evaluated in 1969-70 on 24 areas and 23 aspects of these areas, making possible a total of 552 recommendations for improvement. Districts surveyed ranged from a maximum of 178 recommendations to a minimum of 69. Program enrichment was found to be the area of greatest need. Recommendations were also made for greater leadership in administration, subject area committees and department chairmen, updated texts and materials, additional staffing, and redistricting. As a followup a team visited each school in October 1970. Reaction to the evaluation and followup varied. Most team members reported cordiality and cooperation from administrators. In most districts, those recommendations that could be implemented without additional expenditures had already been made. A few evaluators reported encountering opposition or hostility to some recommendations, either directly, through criticism of evaluation procedures or personnel, or indirectly, through establishing committees to study the report and make recommendations. Statistical data related to the evaluation is attached. (KM)

ED 077 958

TM 002 767

Gilbert, Katherine J. Reid, Marilyn J.

A Survey of Parents' Opinions Regarding School Policies and Practices at Sir Winston Churchill Secondary School.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No.—RR-72-06
Pub Date 9 May 72
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Practice, *Parent Attitudes, *Parent School Relationship, Questionnaires, *School Policy, Secondary Grades, *Surveys, Tables (Data), Technical Reports
Identifiers—British Columbia, *Vancouver

A summary of responses by parents of students to a questionnaire concerning school policy and practices is presented. Responses totaled 516, estimated to be 37% of the families. Among the results were the following: (1) most parents were satisfied with the course content, quality of instruction, and standard of achievement; (2) 62% approved of allowing secondary student to go to elementary schools during regular school hours to help with the instructional program, but 25% disapproved of the practice; (3) most parents felt that they should receive reports of their child's progress 3 or 4 times a year; (4) 54% of the parents in the sample had not attended a parent-teacher conference; (5) 60% were satisfied with the present availability of counselors to students and parents; (6) 88% favored attendance regulations; (7) 80% supported rules governing student behavior; (8) 61% thought that the extent of personal freedom for students in the school was "just right"; and (9) guidance, art, languages and English were the subjects about which the parents were most dissatisfied. Questionnaire items and a tabulation of replies are provided in an appendix. (KM)

ED 077 959

TM 002 768

School-Based Needs Assessment Procedure.**Planning Document 1. Rough Draft.**

Milwaukee Public Schools, Wis.

Pub Date Oct 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Educational Needs, *Educational Objectives, *Evaluation Methods, Guides, Program Development, *Program Evaluation, Program Planning, Student Needs

A procedure for determining the degree to which student performance is meeting expected or desired levels is discussed. Five steps in conducting a needs assessment are listed: (1) a student body profile, relating data already available to the six system-wide goals, is provided for each school; (2) using the student body profile, brainstorming sessions are held to identify local school needs in each goal area; (3) the results of the brainstorming are converted to a questionnaire that asks respondents to indicate the relative importance of each need; (4) a needs assessment committee is established to determine which needs have priority for programming concentration in the coming school year; and (5) the student body profile and the perceptions used to identify the needs are now used to document the importance of the needs chosen for program concentration. A series of descriptive statements are given for each of the following: attainment of self-esteem, success in human relations and in service to society, facility in communications and basic skills, appreciation of cultural values and creative works, capability of succeeding in the world of work, and skill in the wise consumption of goods and services. (For related documents, see TM 002 769-770.) (KM)

ED 077 960

TM 002 769

Procedures for Establishing School Goals and Objectives. Planning Document 2. Rough Draft.

Milwaukee Public Schools, Wis.

Pub Date Oct 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Educational Objectives, Guides, *Performance Criteria, *Program Development, Program Planning, School Policy

Procedures for establishing school goals and objectives, after having completed the needs assessment, are discussed. A distinction is drawn

between goals and objectives in that goals are general future targets, whereas learner outcome objectives are behavioral statements of all or some aspect of goal statement. Five steps in setting goals and objective are given: (1) convert the two or three priority need statements into school-wide goals; (2) decide what level performance objectives will be written for each school (school, grade, classroom, individual student); (3) develop performance objectives for each goal that specifies learner outcomes that can be assessed at some specific time; (4) check to make sure that the needs, goal statements, and objective statements logically follow one another; and (5) if there are goals for which performance objectives cannot be stated, other planning approaches can be developed. (For related documents, see TM 002 768, 770.) (KM)

ED 077 961

TM 002 770

Program Development (Resources Inventory, Process Objective). Planning Document 3. Rough Draft.

Milwaukee Public Schools, Wis.

Pub Date Oct 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Guides, *Performance Criteria, *Program Administration, *Program Development, Program Planning, School Policy

Procedures for program development, to take place after needs assessment and the establishment of learner goals and objectives, are described. Three phases are involved in program development: (1) program alternatives are explored; (2) the resources necessary to implement a program are compared to the existing school resources; and (3) process objectives are created to help structure the program's implementation. Seven steps in program development are given: (1) review the product goals and objectives; (2) consider alternative programs in light of the product goals and objectives; (3) develop a program based on the alternatives; (4) identify the necessary resources and compare them to existing school resources; (5) develop measurable process objectives that describe the performance of personnel and other resources in implementing the program; (6) compare the process objectives to the learner outcome objectives; some relationship should exist; and (7) administer the program on the basis of these process objectives. (For related documents, see TM 002 768-69.) (KM)

ED 077 962

TM 002 771

Moodie, Allan G.

An Evaluation of the Listen Look Learn Program at Tecumseh Elementary School During 1971-72.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-12

Pub Date Jun 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Grade 1, Grade 2, Listening Comprehension, *Multimedia Instruction, *Reading Achievement, Reading Level, *Reading Programs, Reading Skills, Technical Reports

Identifiers—British Columbia, Canadian Cognitive Abilities Test, Cooperative Primary Tests, Haggerty Reading Examination, *Vancouver

A split class of 10 Year 1 pupils and 20 Year 2 pupils used the Listen Look Learn multi-media program. A Year 1 and a Year 2 class using the regular basal reading program served as control groups. The effectiveness of the Listen Look Learn program was examined by comparing the reading tests scores of the experimental and control groups. To allow for differences in mental ability when comparing reading scores, Primary I and II levels of the Canadian Cognitive Abilities Test were administered to the Year 1 and Year 2 classes respectively. On the listening subtest of the Cooperative Primary Tests, the Year 1 experimental group performed at a statistically significant higher level than did the control group. The Year 1 experimental group also received statistically significant higher scores on the Haggerty Reading Examination. The analysis of covariance for each reading test at the Year 2 level revealed no statistically significant difference between experimental and control groups. However, comments from the teacher, principal and primary grades coordinator, provided in appendices, are favorable to the LLL program. (KM)

ED 077 963 TM 002 772

Mackey, William Francis

Polychronometry: The Study of Time Variables in Behavior.Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—B-28
Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Patterns, *Interaction Process Analysis, *Measurement Instruments, *Observation, Predictor Variables, Research Methodology, Research Tools, Social Behavior, Technical Reports, *Time

There is a growing need for instrumentation which can enable us to observe and compute phenomena that take place in time. Although problems of observation, computation, interpretation and categorization vary from field to field and from problem to problem, it is possible to design an instrument for use in any situation where time-variables have to be measured as duration and frequency. The Polychronometer is suggested for such purposes. It is essentially composed of ten paired counter-timer sets each operated by a separate key. The ten keys are set in a keyboard which is plugged into the control box, each key being designed for a different finger of the left or right hand. A few hours of practice is sufficient to give an observer proficiency in operating the key board, sufficient to adapt to the rapidity of moving events. Further work is being done to develop different polychronometric techniques for the analysis of behavior. (Author)

ED 077 964 TM 002 773

Reilly, Richard R.

A Note on Minority Group Test Bias Studies.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-15

Pub Date Feb 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Minority Groups, Prediction, Statistical Analysis, Technical Reports, *Test Bias, Test Interpretation

Comparisons of majority and minority group regression lines for purposes of assessing test bias may, under certain conditions, be viewed as comparisons of conditional bivariate distributions. Where these conditions hold, findings should reveal parallel regression lines except for a special case. Given the conditions described, one implication is that even when the test is a parallel form of the criterion, lines with equal slopes but unequal intercepts should be found. (Author)

ED 077 965 TM 002 774

Cox, Alice L.

Defense Documentation Center Referral Data Bank Directory.

Defense Documentation Center, Alexandria, Va.

Report No.—AD-750-400; DDC-TR-72-3

Pub Date Sep 72

Note—261p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Data Bases, *Directories, Information Dissemination, Information Retrieval, *Information Sources, *National Defense, Scientific Research

This revised directory of the information sources in the DDC Referral Data Bank (previously issued in October 1970 as AD-712 800 and in July 1971 as AD-724 700) consists of a compilation of computer printouts, each of which gives for a single activity detailed descriptive information on the mission, scope and services provided. Arrangement is by referral accession number with indexes by activity, director/contact, and subject. (Author)

ED 077 966 TM 002 775

The 1975 Objectives for South Carolina Public Schools.

South Carolina State Dept. of Education, Columbia.

Note—2p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Objectives, Educational Policy, Educational Principles, Publications, *Public Schools, *State Standards

Identifiers—*South Carolina

The South Carolina State Board of Education adopted these objectives for the public schools in

1970: reduce dropouts 50%, reduce first grade failures, statewide kindergarten system, improve instruction in basic skills, occupational training available for all high school students, increase post-high school enrollment, comprehensive program for the handicapped, double adult education enrollment, adequate qualified professional personnel, planning and evaluation, and defined minimum program in each district. A description of the need and a specific objective for each is provided. (KM)

ED 077 967 TM 002 776

Knight, C. M.

Reading Instructional Packets - RIP: Reading Activities Packets - RAP.

Pub Date 73

Note—7p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Grading, *Individualized Instruction, *Individualized Reading, Reading Diagnosis, Reading Instruction, Remedial Reading, Speeches

A description of the use of the Reading Instructional Packets and the Reading Activities Packets, a program for individualized reading instruction designed for use by students grouped on level of reading achievement rather than grade level, is given. The time allowed for each packet should depend on the materials to be presented, student responses, and necessary activities for effective presentation. An argument is made for using number grades without conversion to letter grades, or with a universal conversion range, and for repeating work in an individualized instructional program until the student attains the specific objective. (KM)

ED 077 968 TM 002 777

Rost, Paul And Others

A Model for Evaluating Title I Programs.

Albuquerque Public Schools, N. Mex.

Pub Date Nov 72

Note—31p.; Paper presented at the meeting of the Rocky Mountain Educational Research Association (Las Cruces, New Mexico, November 16-17, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Federal Programs, Kindergarten, *Models, *Program Evaluation, Research Design, *Research Problems, Speeches
Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Albuquerque's Title I evaluation staff is in the process of generating a comprehensive local evaluation design because it considers the federally required product evaluation unsatisfactory. The required mean-gain comparisons were extended beyond the dimension of program to the dimensions of school, grade, and Title I instructor. This evaluation effort is an attempt to sort out elementary program variables and at the same time confront the problem of inadequate controls. A summary of the first efforts at process evaluation is also made, and evaluation results for 1971-72 are given. Future evaluation will involve process evaluation for program activities and product evaluation to search for effective variables. Problems in implementing the evaluation design include: (1) lack of understanding and acceptance by school and program personnel of the role of evaluator; (2) the difficulty of persuading program personnel to specify measurable objectives and to permit adequate controls; (3) the fact that some of the most relevant variables, such as teacher effectiveness, are taboo; (4) inadequate programming and programmer time for data processing; and (5) inadequate dissemination of findings. (KM)

ED 077 969 TM 002 778

[Computer Program PEDAGE -- MARKTF-M7-F4.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 20 Apr 66

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Data Analysis, Input Output, *Scoring, *Student Testing, *Test Results

Identifiers—*PEDAGE System

The MARKTF-M7 computer program, written in FORTRAN IV, scores true/false tests by comparing a control list of T/F values prepared by the instructor with those obtained from the students. The output, primarily for the use of the instructor, consists of a listing of the names of the students with their respective marks prior to the test, the test scores, and the combined scores as the final marks. In addition, statistics on means, frequency distribution of the scores, and examination items answered correctly are tabulated. This program can be used for large classes and/or large examinations (up to 5,000 students and 810 items), but since the scoring is done in a one-pass process, no intermediate tape or disk storage is required. It was designed especially for easy preparation of the data deck and small expenditure of computer time. The method, error messages and default conditions, data acquisition, the FORTRAN program, and the data deck are presented. (For related documents, see TM 002 789-793.) (DB)

ED 077 970 TM 002 779

Hall, G. R. And Others

The Evolution of Educational Performance Contracting in Five School Districts, 1971-72. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW).

Washington, D.C.

Report No.—WN-7958-HEW

Pub Date Dec 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Elementary Grades, *Individualized Instruction, Mathematics Instruction, *Performance Contracts, *Program Evaluation, Reading Instruction, Secondary Grades, *Student Testing

Visits in the Spring of 1972 to five school districts (Norfolk, Virginia; Texarkana, Arkansas; Gary, Indiana; Gilroy, California; and Grand Rapids, Michigan) that had implemented educational performance contracting programs during the 1970-71 school year are reported. Changes in the content and methods of instruction, measurement and evaluation, and management seem to have been brought about by the programs. The large gains hoped for by many proponents of performance contracting have not usually been achieved. In each of the districts, a diagnostic-prescriptive approach to individualization of instruction has been encouraged by the performance contracting programs. More attention is being given to the need for a wider range of self-instructional materials in such programs. Programs that had been converted from performance contracts to in-house efforts tended to be adapted to individual teaching styles, and more diversity among classrooms resulted. With one exception, the 1971-72 programs used about the same resource support as they had the previous year, or even greater support was provided. Performance contracting (which is still largely limited to reading and mathematics courses) ties contractor payments to student test results and, therefore, focuses attention on testing and evaluation. The result has been increasing concern with development of better measurement techniques and evaluations. The performance contracting programs forced school administrators to become involved with the course of a project from the point of making contractual arrangements to the implementation of the programs in the classrooms. (Author/DB)

ED 077 971 TM 002 780

Sieber, Sam D.

The Integration of Survey Research and Field Work: Contributions to Data Collection.

Pub Date 73

Note—12p.; Paper presented at a symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Analysis, *Data Collection, Educational Research, *Measurement Techniques, *Research Design, *Sociometric Techniques, Speeches

Two distinct traditions have developed around the two leading methods of social research, i.e., surveys and field work. Because of the rivalry between the proponents of these two methods, there has been little opportunity to explore the advantages of combining them in a single project.

Most sociological research either utilizes a single method of investigation or assigns a second to an extremely weak role. Examples from the literature and from the author's own research demonstrate how the interplay of the two methods may greatly improve design, data collection, and analysis. Educational research has been notoriously weak in both of these methods, placing greater emphasis on experimental designs and tests and measurements. (Author)

ED 077 972 TM 002 781

Popham, W. James

Applications of Teaching Performance Tests to In-service and Preservice Teacher Education.

Pub Date 73

Note—22p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Evaluation Techniques, Higher Education, *Performance Tests, *Program Evaluation, Speeches, *Teacher Education, *Teaching Skills, Test Construction

Teacher educators have been plagued with the problem of devising useful instructional interventions, but often have been unable to assess the quality of their efforts because of the unavailability of satisfactory criterion measures. The application of teaching performance tests as (1) an instructional intervention, and as (2) a formative or summative evaluation criterion in connection with inservice and preservice teacher education programs is described. Applications of the performance test strategy to both types of programs are presented. This measurement strategy has utility for preservice credential programs and inservice staff development enterprises. (Author)

ED 077 973 TM 002 783

Procedures for Program Evaluation. Planning Document 4. Rough Draft.

Milwaukee Public Schools, Wis.

Pub Date Oct 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Criterion Referenced Tests, *Evaluation Methods, *Formative Evaluation, Guides, *Measurement Techniques, *Program Evaluation, Standardized Tests

Three types of evaluation used in program evaluation and the type of instrument or measure used are discussed. The three types of evaluation are: comparison group evaluation, analysis of learner outcome or product objectives, and process evaluation. Measurements employed are either direct or indirect. Most measurement in education is usually indirect, by which the subject may be measured while he either actively or passively participates in the measurement act. When it is determined that a test will be employed as a means of indirectly sampling some behavior, two basic kinds of tests are employed—the standardized norm referenced test and a criterion referenced test. Once the evaluation type and instrumentation have been defined, there is the question of the consequences of evaluation. The object of evaluation is to provide decision-making information about programs. Steps in program evaluation are: (1) consideration of how objectives will be evaluated should begin prior to program development; (2) following consultation with evaluation personnel, the planning group should make decisions on what measurement instrument, performance objective formats, and criterion levels represent fair and reasonable assessment of learner outcome, product objectives; (3) a system for recording and reporting the results of process objective evaluation should be established in the school; and (4) product objectives and comparison group evaluation should take place at the end of the program. (DB)

ED 077 974 TM 002 784

Anderson, Scarvia B.

Verbal Development in Young Children: Strategies for Research and Measurement.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-1

Pub Date Feb 73

Note—11p.; Paper presented at the International Congress of Psychology (20th, Tokyo, Japan, August 15, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Early Childhood, *Language Research, *Measurement Instruments, Primary Grades, Research Design, *Verbal Development, *Verbal Tests

Four major areas of research into verbal development are discussed: (1) the relationships between behaviors hypothesized to be associated with one of the four major language skills, (2) the sequencing or ordering of behaviors within a skill, (3) the relationships between behaviors associated with different skills, and (4) the relationships between knowledge or understanding of language properties and verbal performance. The basic strategy for research on verbal development is dependent on a scheme which contains the following important elements: (1) a mapping of the entire verbal domain, so that results of researches in particular segments can be related to each other, (2) the use of the same scheme across investigators and situations where appropriate, to maximize understanding both of the phenomena under consideration and of the investigators by each other, and (3) the development of reliable and longitudinal measures specific to the elements of the scheme. Verbal measures for use with children from three and one-half years of age to age eight-nine (Grade 3) are presented in a table, and verbal skills, receptive and productive, are also tabulated. (DB)

ED 077 975 TM 002 785

Gilbert, Katherine J. Ellis, E. N.

An Evaluation of Current Methods to Report Pupil Progress.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No.—RR-72-08

Pub Date 8 Jun 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, Elementary Grades, *Evaluation Techniques, *Grading, Intermediate Grades, *Parent Attitudes, Questionnaires, *Report Cards, Secondary Grades, Technical Reports

Identifiers—British Columbia, *Vancouver

The purpose of this study was to review the methods currently used to report pupil progress and to evaluate report cards used experimentally in Vancouver schools during the 1971-72 school year. Five report cards were developed for primary grades and five more were developed for intermediate grades. Secondary schools were permitted to use any of five report forms. Questionnaires were distributed to 320 parents of the pupils. The principal findings were: (1) Of all methods of reporting, parents prefer a combination of report cards and teacher-parent conferences. By themselves, cards are more popular than teacher-parent conferences; (2) The questions that parents would like most to be answered are: How is my child progressing in his studies? Is he working hard enough? and Is he happy in school? They are least interested in his behavior and social competence; (3) Parents were generally satisfied with the present report cards; (4) Most parents would prefer that the child's achievement be evaluated in relation to his own ability; their second choice was a comparison with a prescribed standard of achievement; (5) Parents would not be satisfied to receive report cards only when their children are doing unsatisfactory work; (6) Of all the systems used to report pupil progress, parents of children in elementary schools prefer, in order, symbols, letter grades, and teachers' comments; parents of secondary students prefer letter grades, percentage marks, and teachers' comments; and (7) Parents of secondary students want to be informed about absences from school and from subject classes. (Author/DB)

ED 077 976 TM 002 786

Crites, John O.

Career Maturity.

National Council on Measurement in Education, East Lansing, Mich.

Pub Date 73

Note—8p.; Special report

Available from—National Council on Measurement in Education, Office of Evaluation Services, Michigan State Univ., East Lansing, Mich. 48823 (\$2.00 per year)

Journal Cit.—NCME Measurement in Education; v4 n2 Winter 1972-1973

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Attitude Tests, *Career Choice, Career Education, Career Planning, *Cognitive Tests, *Maturity Tests, Periodicals, Test Construction, *Vocational Development

Identifiers—*Career Maturity

Research in the field of Career Maturity is reviewed and summarized, with particular attention to Super's Career Pattern Study, Gribbons and Lohnes' Career Development Study, and Crites' Vocational Development Project. Crites' organization and revision into a hierarchical structure of the five dimensions of vocational maturity proposed in Super's Career Pattern Study are discussed. Work to develop a Career Maturity Inventory to measure the hypothesized dimensions, taking into account both cognitive and conative factors, is summarized. Research into correlates of career maturity is reviewed. The interrelationship between career maturity and career education is stressed, and it is pointed out that the research on career maturity can provide the concepts and tools which career education requires to conceive and evaluate curricula and training programs. (Author/DB)

ED 077 977 TM 002 787

Bernardoni, Louis C.

The Testing of Bicultural Children.

Arizona State Dept. of Public Instruction, Phoenix, Div. of Indian Education.

Note—6p.; Sharing Ideas; v4 n2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, American Indians, *Bilingual Students, *Cultural Differences, Guides, *Intelligence Tests, *Student Testing, Test Selection

Identifiers—Arthur Performance Scale, Goodenough Draw a Man Test

Some of the problems involved in the use of intelligence and achievement tests with bicultural students are discussed. Some tests are "fair" to bicultural groups. The Arthur Performance Scale and the Goodenough Draw-A-Man-Test are fair to certain Hopi and Navajo Indian Groups. The use of these tests has been limited because they have not correlated highly with the academic achievement of these groups. The following guidelines are given for the testing of the intelligence of bicultural children: (1) it is unrealistic to expect an intelligence test to be magically "fair" to all cultures and accurately predict behavior when the values affecting the definition of intelligent behavior vary drastically; (2) tests which may be "fair" for one bicultural group may not correlate with achievement and hence be of limited value to educators; (3) intelligence tests should not be given to bicultural students simply because it is routinely given to the other students; (4) individual tests should be given when feasible so that test-taking behavior may be better controlled; (5) a test which separates verbal and non-verbal scores may be more descriptive of the relative ability of upper grade bicultural students; (6) test results for bicultural students should be used with a great deal of reservation by people who are familiar with testing bicultural students; and (7) it is imperative that other sources of information be used in conjunction with read test scores. Achievement tests can be used as a measure of bicultural children's success in school, with reservations relating to language and cultural factors. (DB)

ED 077 978 TM 002 788

Grundvig, John L.

The Expanded Sensory-Perceptual Examination as a Diagnostic Screening Instrument for Organic Brain Damage.

Veterans Administration Hospital, Knoxville, Iowa.

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Diagnostic Tests, *Neurologically Handicapped, Perception Tests, *Sensory Integration, *Test Construction, *Tests

Identifiers—*Sensory Perceptual Exam

The primary objectives of this research program were the development of a battery of tests to investigate the effects of brain impairment on sensory and perceptual functioning. The Sensory-Perceptual Exam (SPE) contains measures intended to evaluate both relatively "pure" sensory functions, as well as those which involve more integrated and complex perceptual activities of higher cortical functioning. The tests thus far incorporated into the standard battery include the following: Spiral Aftereffect, Critical Flicker Fu-

sion, Complex Reaction Time, Memory-for-Designs, Dot Determination, Auditory Pulse Rate Discrimination, Vestibular Perception of Vertical and Proprioceptive Perception of Vertical, Tactile Form Discrimination, and Color-Word Rigidity. Table 1 of the report demonstrates that SPE performance is responsive to degree of cerebral impairment. The data of Table 2 demonstrate the potential usefulness of several of the tests for possible differential diagnostic application. (DB)

ED 077 979 TM 002 789
[Computer Program PEDAGE -- MARKTF-M3-F4.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 30 Dec 65

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Data Analysis, Geology, *Scoring, *Student Testing, *Test Results, *Tests

Identifiers—*PEDAGE System

The MARKTF-M3 computer program, written in FORTRAN IV, scores tests (consisting of true-or-false statements about concepts or facts) by comparing the list of true or false values prepared by the instructor with those from the students. The output consists of separate reports to each student advising him of (1) his performance with respect to four categories of information in the test statements, (2) his over-all score on the test, and (3) his current standing in the course. This program allows the instructor considerable latitude in designing the categories of information in the test and composing the statements that the machine will select. It has been found useful also in testing prerequisite knowledge of basic sciences, logic and mathematics, in classes of students newly enrolled in a course of study such as physical geology. The method used to input the data and the processing of data are discussed; the data deck is described in detail, and a listing of the punched card decks of the main program and decoding subroutine and of the equivalent column-binary compiled decks with a typical data deck are provided. Specimen output of reports to students about their performance is provided. An 81-item term test for Geology 116 at the University of Toronto is included. (For related documents, see TM 002 778, 790-793.) (Author/DB)

ED 077 980 TM 002 790
[Computer Program PEDAGE -- SLEXTF-M2-F4.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 18 Jan 66

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Data Processing, *Input Output, *Test Construction Identifiers—*PEDAGE System

The SLEXTF-M2 computer program, written in FORTRAN IV, is used for examinations using binomial or polynomial response, i.e., true/false or multiple choice. The subject matter of any one statement is coded by a string of descriptive words that indicate categories. These words are arranged in left-to-right order such that any one descriptor defines a subclass of the class defined by the descriptor to its left. Tests showed that usually six or seven descriptors would normally be sufficient to define the class of a statement, and in this program, a set of ten is invariant, but some on the right may be blank. The data deck contains a random number between -1.0 and +1.0, a title for the output, a list of 24 control descriptors for limiting the selection, the mean and tolerance limit of difficulty of the statements to be selected, the number to be selected, the number of statements from which selection is to be made, and the number of sets to be selected. After an initial screening of the statements for possible selection, examination sets are selected. The first page of output contains the title, a general instruction, and the first 27 statements. The second and third pages contain the next statements, up to 27 per page. This program is invariant in assuming that 81 is the maximum number of statements that will be required. The fourth page of the output contains a string of T and F symbols in three rows of 27 each, corresponding to the logical values of the selected statements. Also, the last random number used is printed, and this can be the starting number in the next use of the program. (For related documents, see TM 002 778, 789, 791-793.) (DB)

ED 077 981 TM 002 791
[The PEDAGE System.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 22 Dec 65

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Scoring, *Student Testing, *Test Construction, *Test Results

Identifiers—*PEDAGE System

The PEDAGE system, at the present time, is a set of programs written in FORTRAN IV language for an IBM 7094 computer. They are in the form of separate main programs with similar data formats, but will be modified in the future to the form of subroutines so that one or more can be called by main programs designed by the individual users. In this final form, the system will be available in FORTRAN decks, binary compiled decks, and binary compiled magnetic tape. At present, the separate programs are available for distribution in the first two forms. The programs already developed are for three functions: (1) to select and print a set of declaratory statements that are either true or false, (2) to score and analyze student performance in true/false tests, and (3) to evaluate the efficiency of the individual statements in scoring the students. (For related documents, see TM 002 778, 789, 790, 792-793.) (DB)

ED 077 982 TM 002 792
[Computer Program PEDAGE -- MARKTF-M5-F4.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 10 Dec 65

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Data Analysis, Input Output, *Scoring, *Student Testing, *Test Results

Identifiers—*PEDAGE System

The computer program MARKTF-M5, written in FORTRAN IV, scores tests (consisting of true-or-false statement about concepts or facts) by comparing the list of true or false values prepared by the instructor with those from the students. The output consists of information to the supervisor about the performance of the students, primarily for his records only, but one page of the output is suitable for posting. The composition of the data deck is designed to facilitate use by those not familiar with programming conventions. The program method, the format of the data, notes on general procedure, and the FORTRAN IV program are discussed. A listing on an IBM 407 of the main program and the subroutine called DECODE, along with a typical set of data, a listing of the package of binary decks with a typical set of data, and typical output of the program are provided. (For related documents, see TM 002 778, 789-791, 793.) (Author/DB)

ED 077 983 TM 002 793
[Computer Program PEDAGE -- MARKTF-M6-F4.]

Toronto Univ. (Ontario). Dept. of Geology.

Pub Date 10 Dec 65

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, Data Analysis, Input Output, *Scoring, *Student Testing, *Test Results

Identifiers—*PEDAGE System

The computer program MARKTF-M6, written in FORTRAN IV, scores tests (consisting of true-or-false statements about concepts or facts) by comparing the list of true or false values prepared by the instructor with those from the students. The output consists of information to the supervisor about the performance of the students, primarily for his records only, but one page of the output is suitable for posting. This program is similar to MARKTF-M5, but imposes some constraints on control of the scoring by the performance of the students. The program method, format of the data deck, notes on general procedure, and the FORTRAN IV program are discussed briefly. A listing on an IBM 407 of the main program and subroutine, along with a typical set of data, a listing of the package binary decks with a typical set of data, and typical output of the program are provided. (For related documents, see TM 002 778, 789-792.) (Author/DB)

ED 077 984 TM 002 794
Local School and Central Office Planning Spring, 1972. (Study Document).

Milwaukee Public Schools, Wis.

Pub Date May 72

Note—31p.

Available from—Milwaukee Public Schools, Division of Planning and Long-Range Development, P.O. Drawer 10K, Milwaukee, Wis. 53201 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Evaluation Methods, *Formative Evaluation, Guides, *Program Planning, *Summative Evaluation, Urban Schools

Identifiers—*Milwaukee, Wisconsin

A revision of an earlier rough draft entitled "Local School and System-Wide Planning," this report outlines the planning process. Flow charts and a narrative description of a Central Office and Local School Planning Cycle are provided. This cycle consists of the following steps: (1) superintendent's statement on the implementation of plan cycle, (2) identification of local/department planning team, (3) local/department needs assessment, (4) comparison of local and central office needs assessments for compatibility, (5) local/department goals and objectives, (6) determination of compatibility of central office and local school goals, (7) review of alternative programs, (8) determination of compatibility of alternative strategies with central office/local programs, (9) program choices, (10) program evaluation design, (11) the plan, (12) funding, (13) formative evaluations, (14) program modifications, (15) years of specified planning period, (16) summative evaluation, and (17) re-initiation of entire process for purpose of reviewing all process steps. Definitions of the terms used are provided, and questions and answers concerning the planning process are included. (DB)

ED 077 985 TM 002 795
Pugh, William M. And Others
Life Change Clusters.

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Analysis, *Military Personnel, *Psychometrics, *Questionnaires, *Scoring, Technical Reports

Identifiers—*Schedule of Recent Experience

The amount of life stress, as measured by the Schedule of Recent Experience (SRE), has been shown to be related to the onset of illness. This instrument was originally developed with a civilian population, and it became apparent that some questions were inappropriate when it was to be applied to a military population. Furthermore, it was believed that identifying significant dimensions of life stress might provide an indication of how the questionnaire could be revised to gain better results with military personnel. A cluster analysis was performed on the SRE responses made by members of the crews from three Navy cruisers. Four clusters of life events were generated. The item content was described as follows: (1) Personal and Social changes, (2) changes related to Work, (3) Marital changes, and (4) changes related to Disciplinary actions. When the responses to the SRE, given by men aboard an aircraft carrier and a battleship were clustered, essentially the same four clusters evolved for both rated (petty officers) and unrated men. The only notable exception was the lack of a Disciplinary cluster for the rated men. The results showed that the clusters of SRE items were highly stable over very different Navy populations. Thus, they can serve as a guide in determining which items may be utilized or deleted from the questionnaire. Also, it is believed that development of these clusters may lead to an improved method of scoring the SRE items. (Author)

ED 077 986 TM 002 796
Hermann, Margaret G. Kogan, Nathan
Effects of Representative Status and Decision Style on Cooperation in the Prisoner's Dilemma.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-72-45

Pub Date Oct 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, Behavioral Science Research, College Students, *Decision

Making, Feedback, *Group Dynamics, *Personality Studies, *Psychological Studies, *Questionnaires, Research Methodology, Technical Reports

Identifiers—*Prisoners Dilemma

Level of cooperation in the Prisoner's Dilemma (PD) is examined for opponents acting in their own behalf or as members of a reference group consisting of strangers or friends. This subject classification interacted with trials, representatives of friend groups manifesting a consistently high level of cooperation throughout, and representatives of stranger groups and individuals showing progressive increases from moderate to high levels of cooperation over trials. After 30 trials, subjects were given positive or negative feedback (indicating that they were doing better or worse than their respective reference groups). On subsequent trials, positive feedback yielded no strategy change for the three types of subjects. Negative feedback produced strategy changes for individuals and stranger groups, but not for friend groups. A number of personality variables presumed relevant to decision style in the PD were examined. On both orientation to the PD—intention to be cooperative or competitive and expectation of cooperation or competition from one's opponent—actual level of cooperation and competition in the PD, significant personality effects were obtained. Of particular interest in the latter case is the evidence that the influence or personality is manifested exclusively at the level of the dyad. It is concluded that the impact of personality on the PD can most profitably be studied with a dyadic focus. (Author)

ED 077 987 TM 002 798

Moody, Allan G. Hoen, Robert

Evaluation of DISTAR Programs in Learning Assistance Classes of Vancouver 1971-72.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No—RR-72-18

Pub Date Jul 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Arithmetic, Elementary Grades, *Instructional Systems, Language Instruction, Mathematics Instruction, *Program Evaluation, Questionnaires, Reading Instruction, Remedial Instruction, *Teacher Attitudes, *Test Results

Identifiers—*Metropolitan Achievement Tests

DISTAR programs were used in learning assistance classes at five Vancouver schools during 1971-72. Those pupils who were taught with the DISTAR Arithmetic program made sizable gains in scores on the Arithmetic subtest of the Metropolitan Achievement Test, but the difference between the gains made by experimental and control groups in arithmetic was not statistically significant. Control groups were not available in the evaluation of DISTAR Reading and Language achievement. Those pupils taught with DISTAR Reading programs made sizable gains on the "Word Knowledge," "Word Discrimination," and "Reading" subtests of the Metropolitan Test. The DISTAR Language pupils made good progress as measured by the "Reading" subtest but not on the "Word Knowledge" and "Word Discrimination" subtests. Taped interviews with DISTAR Language I pupils showed no noteworthy changes in spoken language. Teachers' opinions of DISTAR were very favorable. Observations of DISTAR classes showed that the teachers' use of DISTAR was consistent with the program's direction. Observations also yielded the impression that children enjoyed DISTAR. The study did not provide any objective support for DISTAR, but in view of the strong subjective support and acknowledging the limitations of the study, further consideration of DISTAR's value is recommended. (Author)

ED 077 988 TM 002 799

Ellis, E. N. And Others

The Impact of "Sesame Street" on Primary Pupils in Vancouver.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No—RR-72-16

Pub Date Jul 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Comparative Analysis, *Instructional Television, Kindergarten, Parent Attitudes, *Performance

Tests, *Primary Grades, Questionnaires, Teaching Techniques, *Test Results
Identifiers—Sesame Street, The Electric Company

The extent to which pupils at the primary level view Sesame Street and The Electric Company television programs and their impact on learning were studied. Questionnaires were directed to parents of children in eight kindergartens and to principals of the 34 elementary schools in Vancouver. At their homes, 95% of the kindergarten pupils had watched Sesame Street at some time, and approximately two-thirds watched the program regularly. At the elementary schools, Sesame Street was being viewed during school time to some extent by 2,000 pupils, and The Electric Company program had been seen by 300 pupils in eight schools; there were virtually no pre- or post-viewing activities. In each of the eight kindergarten classes, 11 performance tasks were administered to five pupils who watched Sesame Street regularly at home and to five who watched it irregularly or not at all. The Coordinator and Consultants in Primary Education visited 20 or more classes viewing Sesame Street, and held discussions with teachers of these classes and with teachers of classes who had watched Sesame Street but had subsequently discontinued watching. A comparison of scores on the performance tests revealed that regular viewers of Sesame Street had superior knowledge and understanding of letters, words, numerals, quantities and shapes. Furthermore, their teachers claimed that the regular viewers had derived other important benefits, such as observational skills, more awareness of their surroundings, broader interest, greater sensitivity and consideration for others. (DB)

ED 077 989 TM 002 800

Gilbert, Katherine J.

An Evaluation of a Modular System of Typing, Templeton Secondary School, 1972.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation. Report No—RR-72-21

Pub Date Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Comparative Analysis, *Course Evaluation, *Programmed Materials, Secondary Grades, *Student Testing, Test Results, *Typewriting

Identifiers—*Modular System of Typing 75

A kit of modular, programmed materials was used in two Typing 11 classes at Templeton Secondary School. With these two classes as the experimental group and one Typing 11 class as a control group using a standard approach, a set of tests was given to compare gains or losses over a three-month period. Two students from each of the three classes were interviewed by a recognized authority in Commercial Education. The test results indicated that significant gains were made on the following sections of the Typing Achievement Test: Memorandum and Total Score. For these two, the difference was in favor of the control group. No significant differences were evident for spelling, grammar, speed-typing, invoice typing, tabulation typing, typing letters from handwritten copy, or manuscript typing from revised copy. There were no differences between students in the experimental group and those in the control group that the interviewer could attribute to the modular system of typing, but the students were enthusiastic about the different approach. (Author)

ED 077 990 TM 002 802

A Summary of an Assessment of Fourth and Sixth Grade Basic Skills.

CTB/McGraw Hill, Monterey, Calif.

Spons Agency—Missouri State Dept. of Education, Jefferson City.

Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Aptitude Tests, Basic Skills, *Elementary Grades, Grade Equivalent Scores, *Program Evaluation, Standardized Tests, State Programs, Tables (Data), Technical Reports, *Test Results

Identifiers—Comprehensive Tests of Basic Skills, Short Form Test of Academic Aptitude

A comprehensive assessment was made of the status of elementary education in Missouri in reading, mathematics, language, and study skills.

The Comprehensive Tests of Basic Skills (CTBS) and the Short Form Test of Academic Aptitude (SFTAA) were administered to a sample of Missouri fourth and sixth graders. For each curricular area, Missouri achievement was compared to the national norm. For reading, math, and language, the achievement of Missouri students was also compared to their anticipated achievement, and the distribution of anticipated achievement in Missouri was compared to the 10-10 distribution of the norm group. Four main conclusions were drawn: (1) students performed at or above the national norms; (2) they generally equaled or exceeded what was expected of them; (3) little relationship existed between school characteristics and achievement; and (4) when the achievement levels of students in the three district classifications (according to size) were compared, no definite trends in achievement across the four curricular areas were apparent. (Author/KM)

ED 077 991 TM 002 803

California State Testing Program 1969-70. A District by District Analysis of Test Scores and Other School Factors.

California State Dept. of Education, Sacramento. Office of Program Evaluation.

Pub Date 72

Note—648p.

EDRS Price MF-\$0.65 HC-\$3.03

Descriptors—*Achievement Tests, Low Achievement Factors, *Performance Factors, *Predictor Variables, School Districts, Scores, Standardized Tests, State Programs, *Statistical Data, *Test Results

The 1969-70 report on California's testing program provides information on the achievement scores of students in grades one, two, three, six, and twelve. The report is divided into three parts: (1) a statewide analysis and summary—an introduction to the report which begins with a summary of the findings; (2) percentile ranks and normalized standard scores for achievement test scores and other school district factors for all districts—the data collected from the program and a district-by-district analysis of test scores and other factors; and (3) prediction of achievement test scores for each California school district—a technical addition designed to assist school personnel and others in analyzing the data obtained from the program; relationships among test scores and district input factors and differences between actual scores and predicted scores for each school district are examined. A list of school districts and tables of regression weights for predicting are appended. (Author/KM)

ED 077 992 TM 002 804

Reid, Marilyn

Evaluation of "A Newspaper in My Classroom" Project at Second School, 1972.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date Aug 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Materials, Grade 5, *Learning Activities, *Newspapers, *Program Effectiveness, Reading Tests, Semantic Differential, *Supplementary Reading Materials, Teacher Attitudes, Technical Reports
Identifiers—British Columbia, Gates MacGinitie Reading Tests, *Vancouver

"A Newspaper in My Classroom" project was conducted by a Grade 5 teacher with her class for four months. During the project, the newspaper supplemented the regular textbooks for language arts. Exposure to the project did not result in perceptible differences in performance on a semantic differential containing seven concepts or on the Gates-MacGinitie Reading Tests, when compared with a control group. However, the results of a newspaper survey given before and after the project and the teacher's comments indicate that the project had desirable effects on the students. (Author/KM)

ED 077 993 TM 002 805

Gilbert, Katherine Ellis, E. N.

A Survey of Parents' Opinions Regarding School Policies and Practices at John Oliver Secondary School.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-72-02

Pub Date Dec 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Discipline Policy, Educational Practice, *Parent Attitudes, Parent Reaction, *Parent School Relationship, *School Policy, *Surveys, Technical Reports
Identifiers—British Columbia, *Vancouver

A survey was conducted of parents' opinions regarding school policies and practices. Approximately 2,400 questionnaires were distributed, and 823 (34.3%) were returned. The results indicated that, for the most part, the parents were satisfied with policies and practices. There is clearly a segment of parents who feel that the school is too permissive in handling behavior problems and that discipline should be strengthened; a smaller group holds an opposite view. Parents seem satisfied with the range of activities available to students; however, they would like to see students participate more. A desire was indicated for more feedback from teachers and administrators about students' progress and, in general, more contact with the school. English, science, guidance and languages are the subjects about which parents were most dissatisfied. Science had the highest percentage of negative responses for a single question—16.2% were dissatisfied with the standard of achievement. (Author/KM)

ED 077 994 TM 002 806

Publications of the Wisconsin Research and Development Center for Cognitive Learning, 1972-1973 Bibliography of Publications.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Cognitive Development, *Cognitive Processes, Computer Assisted Instruction, Concept Formation, Educational Research, Elementary School Mathematics, Elementary School Science, Individualized Instruction, Learning Processes, Reading Skills, *Research Projects, *Teaching Methods

The 1972-73 annotated bibliography of the Wisconsin Research and Development Center for Cognitive Learning is arranged by revised program components and completed projects in numerical order. Entries deal with learning strategies, child development, elementary math and science, reading skills, computer applications, individualized systems, and disadvantaged youth, among other topics. Within each component or project, the research publications are alphabetically listed by author with working papers grouped separately in the same manner. An author index is included. (Author/KM)

ED 077 995 TM 002 807

Flaugh, Ronald L.

Some Points of Confusion in Discussing the Testing of Black Students.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-5

Pub Date Mar 73

Note—10p.; Paper prepared for a Symposium of the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, *Educational Testing, *Negro Students, *Psychometrics, Racial Discrimination, Speeches, Standardized Tests, *Test Bias, Test Interpretation, Test Validity

Four confusing issues that have delayed progress toward an awareness that testing is not a source of unfairness for minority students are discussed: (1) the assumptions underlying most of our psychometric manipulations are often not acknowledged or understood; (2) the extent of the objectivity of psychometrics is frequently exaggerated; (3) the meaning of certain terms, particularly "validity" (largely because it has both a technical and common usage), is quite confused; and (4) the understanding of just what function the tests are serving shifts from one function to another, unnoticed by those concerned. (KM)

ED 077 996 TM 002 808

LaBay, Michael J. Foster, Randolph N.

Sexual Bias Analysis in Higher Education: An Appraisal of Methodology Useful to Institutional Researchers.

Pub Date May 73

Note—26p.; Paper prepared for the A.I.R. Forum (May 15-18, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Contract Salaries, Employment Practices, Equal Opportunities (Jobs), *Faculty Promotion, Higher Education, *Institutional Research, *Research Methodology, *Sex Discrimination, Speeches, Teacher Salaries

Quantitative methods currently applicable to sex discrimination studies in higher education are discussed. The literature review concentrates on faculty selection procedures and service remuneration analysis. The latter category is further dichotomized and concerns salary differentials and promotion policy. Investigative procedures useful to institutional researchers attempting to support or refute service remuneration allegations are recommended, and an example of one such study at Youngstown State University is presented. (Author/KM)

ED 077 997 TM 002 809

Vivell, Susan And Others

Recent Developments in Effective and Accountable Approaches to Counseling Research.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Counseling Effectiveness, Educational Accountability, *Guidance Counseling, *Hypothesis Testing, *Research Design, *Research Methodology, Research Problems, Technical Reports

Six studies are summarized in which repeatable methods were tested in quasi-experimental settings to test hypotheses relating to a cognitive approach to counseling. In each study, a repeatable mode of counseling was developed, research counselors were trained to a high level of competence, their performance was validated by tape recordings, dependent variables were measures of psychological stress and behavior patterns, and changes in experimental subjects were compared to control subjects. The studies point up several problems which are probably unsolvable with conventional methods. In producing significant changes with different problems and populations, these studies have identified specific weaknesses in traditional methods of counseling research and suggest a means for solving them. (Author/KM)

ED 077 998 TM 002 810

Jennrich, Robert I.

Standard Errors for Obliquely Rotated Factor Loadings. Draft.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-28

Pub Date Apr 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Componential Analysis, *Factor Analysis, *Oblique Rotation, *Standard Error of Measurement, Statistical Analysis, Technical Reports

In a manner similar to that used in the orthogonal case, formulas for the asymptotic standard errors of analytically rotated oblique factor loading estimates are obtained. This is done by finding expressions for the partial derivatives of an oblique rotation algorithm and using previously derived results for unrotated loadings. These include the results of Lawley for maximum likelihood factor analysis and those of Girshick for principal components analysis. Details are given in cases including direct oblimin and direct Crawford-Ferguson rotation. Numerical results for an example involving maximum likelihood estimation with direct quartimin rotation are presented. They include simultaneous tests for significant loading estimates. (Author)

ED 077 999 TM 002 811

Sullivan, Patrick H.

A Study to Determine the Bias in Faculty Reports of Time and Effort Expenditure.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bias, *College Faculty, *Diaries, Institutional Research, Measurement Instruments, *Questionnaires, Research Tools, *Self Evaluation, Technical Reports

An exploratory study into the bias associated with faculty self-reporting of time and effort is reported. The paper delves into the question of whether or not there is bias in faculty reports of time and effort and whether a pattern to any such bias might appear. The methodology for conduct-

ing the study involved gathering faculty estimates of time/effort using both questionnaire and diary instruments. A method for determining and quantifying bias was established and used in gathering data. Based upon the results of statistical treatments applied to the data, some observations and conclusions were made concerning the presence of bias in faculty time/effort reports. It was concluded that a diary is superior to a questionnaire for self-reporting of time/effort because no reliance need be placed on memory or on an individual's ability to estimate average time expenditure. (Author/KM)

ED 078 000 TM 002 812

Figel, William J.

Developing an Academic Ability Scale for the Kuder Occupational Interest Survey.

Science Research Associates, Inc., Chicago, Ill.

Pub Date 11 Feb 73

Note—8p.; Paper presented at APGA (San Diego, California, February 11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Ability, Occupational Aspiration, *Occupational Choice, *Rating Scales, Statistical Analysis, Technical Reports, *Test Construction, Test Validity, Vocational Counseling

Earlier studies had shown that differences in measured interests are related to differences in scores on tests of academic ability. Specifically, scores on the college major interest scales of the Kuder Occupational Interest Survey (KOIS) were found to be related to scores on the National Merit Scholarship Qualifying Test (NMQST). This suggested that a scale could be developed on the KOIS that might relate to academic ability. The NMQST scores for a sample of 5,000 males were divided into high and low scoring groups. The differences in responses of these two groups to the items on the KOIS were used to develop a scale called academic ability. In a cross validation, the scores on this scale correlated .60 with NMQST results, suggesting that the scale might be useful for counseling purposes. (Author)

ED 078 001 TM 002 813

Price, Jay R. And Others

Construct Validity of Test Items Measuring Acquisition of Information from Line Graphs.

Pub Date 73

Note—15p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Graphs, *Item Analysis, Research Methodology, Technical Reports, Test Construction, *Test Validity

Research on the effectiveness of graphical displays for information acquisition and retention lacks a system for classifying graph information and generating test items to assess learning. The purpose of this study was to validate a system based on two types of information and three types of informational units. Results of an analysis of variance indicated differences in learning predictable from the classification system; however, a multitrait-multimethod matrix analysis failed to provide evidence of trait validity for the system's informational constructs. In light of these results, a graph information processing strategy was proposed in which subjects utilize data point information. (Author)

ED 078 002 TM 002 814

Hoover, H. D. Flake, Barbara

An Empirical Comparison of Selected Two-Sample Hypothesis Testing Procedures Which Are Locally Most Powerful Under Certain Conditions.

Pub Date 73

Note—14p.; Paper presented at American Educational Research Association Meeting (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Hypothesis Testing, Models, Probability, *Research Methodology, *Statistical Analysis, Tables (Data), Technical Reports

The relative power of the Mann-Whitney statistic, the t-statistic, the median test, a test based on exceedances (A,B), and two special cases of (A,B) the Tukey quick test and the revised Tukey quick test, was investigated via a Monte Carlo experiment. These procedures were compared across four population probability models: uniform, beta, normal, and double exponential. Sample sizes of (5,5), (10,10),

(20,20), (5,10), and (5,20) were among those used. Results indicate the median test should be considered for distributions which contain outliers. The exceedances tests can be powerful alternatives to more standard procedures if the underlying distributions are platykurtic. (Author)

ED 078 003 TM 002 815

Petersen, Anne C. Bock, R. Darrell
A Generalized Correction for Attenuation.

Pub Date 73

Note—12p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, Correlation, *Matrices, Measurement Techniques, Research Methodology, *Statistical Analysis, Tables (Data)

Use of the usual bivariate correction for attenuation with more than two variables presents two statistical problems. This pairwise method may produce a covariance matrix which is not at least positive semi-definite, and the bivariate procedure does not consider the possible influences of correlated errors among the variables. The method described here, a generalized correction for attenuation, is a multivariate method which accommodates both the negative variance component problem and the collinearity problem. (Author/KM)

ED 078 004 TM 002 816

Borich, Gary D.

Hypothetical Concepts, Intervening Constructs, and Observed Data in Program Evaluation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date 26 Feb 73

Note—16p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 26, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Analysis, Educational Research, *Formative Evaluation, Logic, *Program Evaluation, Research Methodology, *Scientific Methodology, Scientific Research, Speeches

While the logic of science serves as the methodological framework for psychological research, its particular merit for educational evaluation has yet to filter into practical application. The logic of science provides a strategy for evaluating large and complex educational treatments that is a useful guide to program development and improvement. This paper explicates a method of scientific inquiry applicable to the formative evaluation of educational programs and, in so doing, illuminates an artificial distinction between the ways in which concepts are validated in science and education. (Author)

ED 078 005 TM 002 817

Bruno, Nancy L.

Implementation Procedures for Statewide Assessment.

Pub Date Feb 73

Note—15p.; Paper presented at National Council for Measurement in Education Meeting (New Orleans, Louisiana, February 26-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Educational Objectives, *Evaluation Methods, Evaluation Techniques, *Measurement Techniques, *Program Evaluation, Speeches, *State Programs, Student Evaluation

Six principles for statewide assessment are discussed: (1) involve the community; (2) specify and define goals; (3) use measuring devices with face and content validity; (4) take noncognitive effects of school into account; (5) design data presentation for lay understanding; and (6) do not let assessment be an end in itself. Decisions to be made in planning and conducting a statewide assessment program are also discussed. They involve: goal setting, establishing priorities, the number of goals to be assessed, the target population, sampling procedures, instrumentation, correlates of achievement, data analysis, reporting of results, and when to conduct the assessment. (KM)

ED 078 006 TM 002 818

Barnes, Edward

IQ Testing and Minority School Children: Imperatives for Change.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Culture Free Tests, Intelligence Quotient, *Intelligence Tests, *Minority Group Children, Performance Factors, Publications, Student Ability, *Test Bias, *Test Interpretation

The inadequacy and misuse of intelligence testing for minority group children are examined. IQ test items, norms, examining procedures, and language usage are discussed in terms of their bias against minority children. The implications of this bias for the classroom teacher are explored with the view that teacher mental sets are powerful mediators in learning and performance and that intelligence test scores play a major role in determining the nature of the set teachers develop. Culture specific or environment testing and criterion-referenced tests are discussed as nondiscriminatory and more valuable methods of evaluation. (KM)

ED 078 007 TM 002 819

Duff, Charles F.

Statement of the Philosophy Underlying the Evaluation of Educational Personnel in the Walker-Grant Middle School. [Walker-Grant Middle School Fredericksburg, Virginia.]

Pub Date Feb 73

Note—21p.; Paper presented at the NASSP Convention (Dallas, Texas, February 6, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Evaluation Criteria, *Evaluation Methods, *Principals, Speeches, Teacher Administrator Relationship, *Teacher Evaluation, Teacher Rating, Teaching Quality

Part of the principal's responsibility is the formal evaluation of professional personnel. It has been ascertained this process is threatening to the staff because of the association between evaluation and employment. To decrease the threat the evaluative instrument has been simplified. The administration attempts to create a positive atmosphere by using the evaluation as an opportunity to comment favorably. Deficiencies needing improvement are noted but not emphasized. Improvement in deficiencies previously noted receives significant attention. Evaluative validity is dependent upon: (1) the establishment of sound objectives; (2) adequate communication; and (3) frequent contact with teachers. The establishment of and communication of objectives and standards can scarcely be left to chance. The principal must seek feedback and be prepared to provide additional input and guidance. This process of evaluating teachers is seriously deficient in scientific approach. The author is aware that a more precise evaluation could be obtained by evaluation on the basis of student performance measured by standardized tests. Yet no standardized tests can measure the important factors of attitude and adjustment to life. (Author/KM)

ED 078 008 TM 002 820

Dunlap, James M.

Research and Testing: A Report on Current Studies.

University City School District, Mo.

Pub Date Aug 65

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Curriculum Development, Data Processing, Educational Needs, *Educational Research, *Literature Reviews, Organization, Paraprofessional School Personnel, Professional Continuing Education, *Program Effectiveness, Research Design, Student Placement

Fifty-one research studies are summarized in this report and the supplement to it. These studies concern the effectiveness of various aspects of the school program. The studies are classified by area of inquiry and level of research. Areas of inquiry are study of needs, curriculum development, child study, data processing, organizational projects, pupil placement, staff education, and use of lay personnel. Levels of research are research with equated groups, research with equated groups and an opinionnaire, objective statistical study, objective statistical study and an opinionnaire, and opinionnaire. (KM)

ED 078 009 TM 002 821

Hines, Everett B.

A Testing Program for Introductory Accounting.

Pub Date 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accounting, *Computer Oriented Programs, Multiple Choice Tests, Program Descriptions, *Scoring, Statistical Analysis, *Test Construction, Testing Problems, *Testing Programs

The accounting department at the University of Arizona, faced with numerous sections of introductory accounting, full classrooms, testing periods spread over two days, and a shortage of clerical help, evolved this testing program for the course in introductory accounting. Two objective multiple choice tests are constructed which sample different areas over the same course content. These two tests are used on alternate days. Two forms of each are prepared, with questions rearranged for the test to be used in alternate rows, so that students seated next to each other are answering the same test questions but in different order. Each instructor teaching the course contributes multiple choice items. One instructor, the test coordinator, prepares alternate test drafts, which are finalized at an instructors' conference. Students record their answers on IBM 1230 answer sheets, which are graded by the instructor and then analyzed by computer. Computer processing consists of the following steps: determining each student grade; computing the arithmetic mean and standard deviation for each test form; converting each grade to standard "T" scores with a mean of 50 and a standard deviation of 10; isolating the upper and lower quartiles; counting the various responses to the questions; determining the level of difficulty for each question; determining the power of discrimination for each item, and providing a printout by section and a printout for each test form. (KM)

ED 078 010 TM 002 822

Yoshida, Roland K. And Others

A Psychometric Approach to Piaget: Some Theoretical and Methodological Implications.

Pub Date 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, Child Development, *Cognitive Development, Cognitive Tests, Individual Tests, Learning Theories, Literature Reviews, Psychometrics, *Test Construction, *Testing Problems

Identifiers—*Piaget (Jean)

The sequence of development as hypothesized by Piaget has been confirmed for various groups of children by cross-sectional and longitudinal studies. Such consistency has increased interest in constructing scales based on Piaget's theory according to psychometric principles. Three major problems are discussed which present definite obstacles in the development of a general scale: (1) A Piagetian test, encompassing all stages and operations within individual states, would be so broad in scope that thorough testing may be precluded; (2) Piaget's clinical method of questioning may not be amenable to standardization, resulting in unreliability from a psychometric standpoint; and (3) Piagetian demonstrations have been presented in many different forms and at various degrees of complexity; such diversity necessitates an imposing task of selecting a set of items most representative of the sequence of development. Considering these overriding problems, it is concluded that one scale representing Piagetian development in general may be an impossibility. (Author/KM)

ED 078 011 TM 002 823

Shipman, Virginia C.

Disadvantaged Children and Their First School Experiences; ETS-Head Start Longitudinal Study. Structural Stability and Change in the Test Performance of Urban Preschool Children.

Educational Testing Service, Princeton, N.J. Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—ETS-PR-72-18

Pub Date Sep 72

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Kindergarten, *Longitudinal Studies, Preschool Education, Primary Grades, *Program Effectiveness, Tables (Data), Technical Reports

Identifiers—*Project Head Start

This is the eighth report describing the progress of the ETS-Head Start Longitudinal Study. The study began in 1969 with the collection of data on over 1800 children ranging from 4 through 8 years in age. Data collection on these children and their families, communities and schools is planned to continue through spring of 1972. This report describes: (1) interrelationships among certain cognitive, perceptual and personal-social behaviors of the children in the first two years of the study, and (2) similarity of the structural findings obtained in both years. A chapter on sample characteristics provides tables and statistics which indicate both the composition of the three-site longitudinal sample and the extent to which it differs from the initial four-site sample. A chapter on methodology describes how the test data were gathered and the various processing operations and methods of analysis. Findings from the various structural analyses of the test data, including comparisons by major subject classifications, are presented. The general results of the analysis to date are summarized, and plans for further analysis are given. (Author/KM)

ED 078 012 TM 002 824
Lokan, Janice J.

The Development and Preliminary Evaluation of an Instrument to Measure the Vocational Interests of Low-Reading High School Students.
Ottawa Board of Education (Ontario). Research Centre.

Spons Agency—Department of Manpower and Immigration, Ottawa (Ontario); Ontario Dept. of Education, Toronto.

Pub Date Feb 73

Note—53p.; Paper presented at the Annual Conference of the National Council for Measurement in Education (New Orleans, Louisiana, February 26-28, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Low Ability Students, Occupational Clusters, Occupational Guidance, *Rating Scales, Secondary Grades, Tables (Data), Technical Reports, *Test Construction, Test Reliability, Test Validity, Vocational Education, *Vocational Interests

A Vocational Interest Inventory was developed for vocational high school students with low reading level, short test-attention span, low IQ, and impoverished educational and family background. The VII, of which there are separate versions for boys and girls, consists of items representing job tasks, for each of which the respondent indicates his preference on a four-point scale. All items are presented pictorially and verbally, and most words are at a reading level of grades 5 to 6. A total of 212 boys and 106 girls in the validation sample, and 193 boys and 132 girls in the cross-validation sample, completed the inventory. The time required varied from five to ten minutes, depending on reading level. Factor analyses of responses were performed for both samples. Retesting was conducted over intervals of 4, 9, and 13 months for the CVS and over 21 and 33 months for the VS to determine scale stabilities. Stability indices were low, suggesting that the vocational interests of low ability students are more fluid than the academic interests of students expecting to complete high school. Scales were found to have predictive validity for the clusters of shop courses offered the students. The VII also seems to satisfy most of Kuder's 12 principles of interest measurement. Only sample pages from the inventory are provided. (KM)

ED 078 013 TM 002 825
Marcus, Alfred C. Rose, Clare

The Use of Explicative Analysis in Educational Research.

Pub Date 73

Note—27p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Educational Research, Learning Processes, *Literature Reviews, Low Achievement Factors, Research Criteria, *Research Methodology, *Research Needs, Speeches, Success Factors

The Analytical Review Project, conducted by UCLA's Center for the Study of Evaluation under the auspices of the U.S. Office of Education, evaluated 20 major longitudinal studies of the im-

pact of schools and colleges on students' cognitive, personal, and vocational development. This project included a critical appraisal of the methodology used in each study as well as the studies' findings. The convergence and divergence of findings are reported together with underlying methodological problems and recommended methodological procedures for survey research particularly as they pertain to enhanced understanding of the relationship between student development and the educational process. The major recommendation is that research should go beyond merely identifying causal or predictive relationships, which is the current orientation, to explicating causal or predictive relationships with analyses that tell why a specific relationship exists (interpretation) and what conditions maximize and minimize the strength of the relationship (specification). (Author/KM)

ED 078 014

Norton, Daniel P.

Governors State University Needs Assessment Survey.

Educational Testing Service, Evanston, Ill.

Pub Date Apr 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Educational Needs, *Educational Objectives, Educational Policy, Higher Education, Policy Formation, *Public Opinion, Questionnaires, *Surveys, Technical Reports

An opinion survey was conducted of individuals in government, education, business, industry, and the arts, from the local to the national level, prior to formalizing the operational objectives of Governors State University, a new senior university. The survey employed a Delphi-like procedure to acquire the opinions of respondents with regard to the institutional characteristics to be sought for the developing university. The first mailing was directed to 1,185 individuals or key positions. Their responses to the broad, open-ended questions were used to construct the second questionnaire, which was mailed to 1,205 names. The 547 usable responses to the second questionnaire constitute the basic data used to prepare most of this report. Analyses were made by item and response group. (Author/KM)

ED 078 015

Goolsby, Thomas M., Jr.

The Appropriateness of the Concept Mastery Test for Graduate Students.

Pub Date [73]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Tests, *Correlation, *Fundamental Concepts, *Graduate Students, Higher Education, *Intelligence Tests, *Reading Tests, Tables (Data), Technical Reports
Identifiers—Concept Mastery Test, Nelson Denny Reading Test, Otis Lennon Mental Ability Test Advanced Level

A study was conducted to determine the appropriateness of the Concept Mastery Test for graduate students enrolled in an introductory research methodology course. Ss represented a cross-section of students entering a master's program at a large southeastern university. The Concept Mastery Test (CMT), the Nelson-Denny Reading Test (ND), and the Otis-Lennon Mental Ability Test, Advanced Level (OLMAT) were administered. Graduate grade point averages (GGPA) were also collected. The correlation between the ND vocabulary and comprehension subtests was .40, indicating considerable independence. The correlation between the synonyms and antonyms and analogies subtests of the CMT was .64, indicating much less independence. Correlations between GGPA and the CMT and OLMAT tests ranged from .03 to -.18. Relationships between CMT and other tests ranged from -.2 to .58. (KM)

ED 078 016

The Common Goals of Michigan Education, Tentative.

Michigan State Dept. of Education, Lansing.

Pub Date Sep 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, Educational Improvement, *Educational Objectives, Educational Opportunities, Publications, *Public Schools, *State Programs, Student Development

The common goals of Michigan education are grouped into four areas. The goals in the first area, citizenship and morality, deal with morality, citizenship and social responsibility, and rights and responsibilities of students. The goals in the second area, democracy and equal opportunity, deal with equality of educational opportunity, education of the non-English-speaking person, education of the exceptional person, allocation of financial resources, and parental participation. Goals in the third area, student learning, concern basic skills, preparation for a changing society, career preparation, creative and critical thinking, sciences, arts, and humanities, physical and mental well-being, self-worth, social skills and understanding, vocational and technical skills, preparation for family life, and environmental quality. Goals in the fourth area, educational improvement, deal with quality teaching, accountability, assessment and evaluation, and research and development. (KM)

ED 078 017

Eastmond, Jefferson N.

Need Assessment: Winnowing Expressed Concerns for Critical Needs. A Training Manual.

Utah State Board of Education, Salt Lake City.; World-Wide Education and Research Inst., Salt Lake City, Utah.

Pub Date Apr 69

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Educational Planning, Program Descriptions, *Program Evaluation, Public Opinion, Surveys

A procedure is given for determining various concerns for the identification of priority needs or important problems. Chapters deal with procedures for harvesting educational concerns, illustrations of the systematic harvesting of concerns, concerns classification and analysis, and conducting the need assessment. A diagram of the procedure for concerns analysis and need assessment is provided in an appendix. (KM)

ED 078 018

Passmore, David L., Comp.

References to the Rasch One Parameter Logistic Measurement Model.

Pub Date Mar 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Item Analysis, Measurement Instruments, *Models, Psychometrics, Resource Materials, Statistical Analysis, *Test Construction
Identifiers—*Rasch (G)

This bibliography is a list of theoretical and empirical studies of the Rasch One Parameter Logistic Measurement Model. A total of 96 entries are included. (KM)

ED 078 019

Murphy, Richard T.

Investigation of a Creativity Dimension.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ETS-RB-73-12

Pub Date Feb 73

Note—187p.; Ph.D. Dissertation, Princeton University, New Jersey

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Creative Ability, *Creativity, *Creativity Research, Creativity Tests, Data Analysis, Doctoral Theses, *Factor Analysis, *Intelligence Factors, Secondary Grades

This thesis provides evidence for the existence of a creativity dimension containing figural and verbal subfactors which is independent of intelligence and marginally related to school achievement. The original data of Wallach and Kogan, as well as the data from the Ward, Cropley and Maslany and Wallach and Wing studies were reanalyzed using Joreskog's Unrestricted Maximum Likelihood Factor Analysis (UMLFA). In addition, three of the Guilford studies and the Getzels and Jackson 1962 study on creativity and intelligence were reanalyzed using the UMLFA technique. These reanalyses provided clear evidence not only for the distinct creativity and intelligence dimensions but also for figural and verbal subfactors in the creativity dimension. The Wallach and Kogan materials were used in an original research study with secondary school stu-

dents in Brooklyn, New York. The two-factor structure of the creativity dimension was clearly verified, and the creativity measures were related to many more common measures of intelligence than have been reported. The creativity and intelligence measures were related to actual school grades in science, math, English, and social studies. Three factors clearly related to creativity, intelligence, and school achievement were identified. The independence of creativity and intelligence was verified, and a marginal relationship between creativity and school grades was indicated. Multiple regression analyses confirmed the conclusions. (Author/KM)

ED 078 020 TM 002 835

Popham, W. James And Others
Of Measurement and Mistakes.
Pub Date 29 Mar 73

Note—6p.; Testimony before the General Subcommittee on Education, Committee on Education and Labor, U.S. House of Representatives, Washington, D.C., March 29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Criterion Referenced Tests, Evaluation Techniques, *Measurement Goals, Measurement Techniques, *Norm Referenced Tests, Program Evaluation, Research Methodology, Speeches, Student Evaluation

Because of misconceptions regarding appropriate measurement strategies, it is necessary to draw distinctions between two major measurement methodologies, norm-referenced and criterion-referenced measurement, as they relate to determining basic academic capabilities. Norm-referenced measures are used to ascertain an individual's performance in relationship to the performance of other individuals on the same measuring device. Criterion-referenced measures are used to ascertain an individual's status with respect to some criterion, that is, an explicitly described type of learner competence. Because of the wide use of norm-referenced standardized achievement tests, many assume that they are the only instruments that should be used to find out how well a school is working or a pupil is learning. But typical standardized tests are unsuitable for these purposes because of problems with their interpretability and their psychometric properties. Criterion-referenced tests remedy some of these weaknesses because they can: (1) be more accurately interpretable; (2) detect the effects of good instruction; and (3) allow us to make more accurate diagnoses of individual learners' capabilities. If sufficient care is taken to support the development of high quality criterion-referenced measures, legislation to distribute federal funds on the basis of educational deficiencies rather than census determiners appears to be sound. (Author/KM)

ED 078 021 TM 002 836

Farr, S. David Subkoviak, Michael J.

Program Evaluators Handbook: Measurement.
New York State Education Dept., Albany. Bureau of Urban and Community Programs Evaluation.

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Classroom Observation Techniques, *Guides, Item Sampling, *Measurement, *Professional Training, *Program Evaluation, Sampling, Standardized Tests, Test Construction, Test Selection

This handbook for training program evaluators provides background information and practice activities in the following areas: (1) measurement: purposes, ideals, possibilities; (2) defining measurement domains; (3) person and item sampling; (4) test and item selection—with a selected list of standardized tests with pertinent information on each, suggestions for writing objective test items, and formulae for item analysis; and (5) objective observation. It is recommended that each group in training choose one of the four sample situations described and use it throughout the sessions. The situations are: (1) prekindergarten program for disadvantaged children; (2) introduction of teacher aides (elementary); (3) individualizing instruction through computer-based resource units (high school); and (4) improving interracial attitudes and knowledge. (KM)

ED 078 022

Cassery, Patricia Lund

College Level Examination Program: Its Meaning to Participants. College Entrance Examination Board Research and Development Report. No. 6.

College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.

Report No.—CEEERDR-72-73-6; ETS-PR-73-5

Pub Date Apr 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Entrance Examinations, *Equivalency Tests, Participant Characteristics, Participant Satisfaction, *Program Attitudes, Program Effectiveness, *Surveys, Technical Reports

Identifiers—CLEP, *College Level Examination Program

A survey was conducted of persons who had taken the College Level Examination Program General Examinations during the previous four years to obtain their reactions to the CLEP Program and the concepts of "degree by examination." Two questionnaires (one sent to those who had requested that their scores be sent to colleges and one to those who had not) were sent to a random sample of 4,000 individuals who took the CLEP General Examinations at testing centers other than those established at colleges and universities for incoming students. The return rate was slightly more than 40%; 1,614 were used for statistical analyses. The respondent sample contained a disproportionate number of high scorers. Analyses were conducted to answer a variety of questions: who takes CLEP and why?; how did they originally learn about the program?; awards of credit and placement; other benefits of CLEP; attitude toward degree by examination; problems with colleges after taking the CLEP; what are the programmatic implications of serving the unorganized, nontraditional student. Comments from respondents are provided in an appendix. (KM)

ED 078 023

Reliability and Confidence.

Psychological Corp., New York, N.Y.

Pub Date May 52

Note—6p.; Reprint

Available from—Test Service Bulletin, The

Psychological Corporation, New York, N.Y.

Journal Cit—Test Service Bulletin; n44 p2-7 May 1952

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, Correlation, Scores, Statistical Analysis, *Test Interpretation, *Test Reliability, Test Selection

Some aspects of test reliability are discussed. Topics covered are: (1) how high should a reliability coefficient be?; (2) two factors affecting the interpretation of reliability coefficients—range of talent and interval between testings; (3) some common misconceptions—reliability of speed tests, part vs. total reliability, reliability for what group?; and test reliability vs. scorer reliability; and (4) a practical checklist. (For related documents, see TM 002 839-840.) (KM)

ED 078 024

Better Than Chance.

Psychological Corp., New York, N.Y.

Pub Date May 53

Note—5p.; Reprint

Available from—Not available separately; see TM 002 838

Journal Cit—Test Service Bulletin; n45 p8-12 May 1953

Document Not Available from EDRS.

Descriptors—Bulletins, Norm Referenced Tests, *Predictive Ability (Testing), Scores, Statistical Analysis, *Test Interpretation, *Test Validity

Validity coefficients, standard errors of estimate, and prediction are discussed. An argument is made for the potential utility of tests with validity coefficients of .60, .50, .40, and even .30, because they can predict the extremes, which is especially valuable for many purposes, such as counseling, college admissions, and personnel selection. (For related documents, see TM 002 838, 840.) (KM)

ED 078 025

The Correction for Guessing.

Psychological Corp., New York, N.Y.

Pub Date Jan 54

Note—4p.; Reprint

TM 002 837

Available from—Not available separately; see TM 002 838

Journal Cit—Test Service Bulletin; n46 p13-16 Jan 1954

Document Not Available from EDRS.

Descriptors—Bulletins, *Guessing (Tests), Multiple Choice Tests, Response Style (Tests), Statistical Analysis, *Test Interpretation, Test Results, True Scores

Four points are made and discussed concerning the correction for guessing on tests: (1) the correction could more properly be called a penalty for answering wrong; (2) the basic assumption underlying the correction is the concept of the "chance score"—one expects a proportion of the number of items to be answered correctly on the basis of chance; (3) the correction makes a difference in the relative positions of individuals in a group if there is considerable variation in the number of omitted items; and (4) when a comparison of the corrected and uncorrected scores on a power test shows considerable discrepancies in relative standing of the examinees, the question is not which type of score should be used; the question is whether or not the test is really a power test and whether it is appropriate for use with the group. (For related documents, see TM 002 838-839.) (KM)

ED 078 026

What is an Aptitude?

Psychological Corp., New York, N.Y.

Pub Date Aug 48

Note—2p.; Reprint

Available from—Test Service Bulletin, The

Psychological Corporation, New York, N.Y.

Journal Cit—Test Service Bulletin; n36 p2-3 Aug 1948

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aptitude, *Aptitude, *Aptitude Tests, Bulletins, Intelligence, Personality, *Predictive Ability (Testing), Skills

An analysis of a dictionary definition of "aptitude" could clear up several prevalent misunderstandings of the concept. Nothing inherent in the concept assumes that aptitudes are hereditary; aptitude is the result of the interaction of heredity and environment. "Aptitude" has a broad definition; it includes intelligence, achievement, personality, and interests, as well as other abilities and skills. Aptitude is best summarized as a capacity to learn. The measurement of aptitude is the assessment of knowledge, skill, and any other characteristics which serve to predict learning success. An aptitude test is any test which is used for prediction of some type of learning. (For related documents, see TM 002 842-845.) (KM)

ED 078 027

How Effective Are Your Tests?

Psychological Corp., New York, N.Y.

Pub Date Jun 49

Note—7p.; Reprint

Available from—Not available separately; see TM 002 841

Journal Cit—Test Service Bulletin; n37 p4-10 Jun 1949

Document Not Available from EDRS.

Descriptors—Bulletins, *Correlation, Expectancy

Tables, *Personnel Selection, *Scores, Statistical Analysis, Test Interpretation, *Test Validity

Ways are suggested in which validation studies may be carried out by personnel workers who use tests in selection and placement. The correlational techniques discussed are the product-moment correlation coefficient, biserial correlation coefficient, tetrachoric coefficient of correlation. The summarizing techniques (a term used to refer to methods of expressing the relationship between predictors and criteria which depend only on common sense and simple arithmetic) discussed are: differences in average scores for criterion subgroups, percentage of success in each category of test rating (expectance tables), and effect of different cutoff scores. (For related documents, see TM 002 841, 843-845.) (KM)

ED 078 028

Expectancy Tables -- A Way of Interpreting Test Validity.

Psychological Corp., New York, N.Y.

Pub Date Dec 49

Note—5p.; Reprint

Available from—Not available separately; see TM 002 841

Journal Cit—Test Service Bulletin; n38 p11-15

Dec 1949

Document Not Available from EDRS.

TM 002 841

TM 002 838

TM 002 842

TM 002 839

TM 002 840

Descriptors—Bulletins, *Expectancy Tables, Personnel Selection, *Predictive Ability (Testing), *Predictive Validity, Student Evaluation, Test Interpretation, *Test Validity

Expectancy tables are discussed as a device for interpreting the meaning of test results for those untrained in statistics. Three ways of organizing an expectancy table are discussed: (1) to determine the probability that a student with a given test score will succeed in a specified course; (2) to find out how to pick the best applicants; and (3) to determine the probability that an office worker will attain an average rating or higher. Six limitations of expectancy tables are also presented. (For related documents, see TM 002 841-842, 844-845.) (KM)

ED 078 029 TM 002 844

Norms Must Be Relevant.

Psychological Corp., New York, N.Y.

Pub Date May 50

Note—4p.; Reprint

Available from—Not available separately; see TM 002 841

Journal Cit—Test Service Bulletin; n39 p16-19 May 1950

Document Not Available from EDRS.

Descriptors—Bulletins, Group Norms, National Norms, *Norms, *Test Interpretation, *Test Results

The necessity for relevance in making and using norms is discussed. Two major points are made: (1) norms should yield meaning in terms of the particular purpose for which the testing is done; and (2) legitimate and illegitimate general norms abound in test manuals. These principles are presented as practical guides: (1) avoid unjustified general norms; (2) define national norms; (3) combine populations with care, and only when the resulting group has definite meaning; (4) report all the genuinely useful data available; (5) accumulate and use local and special-group norms; and (6) feed local and special norms back to help build the body of knowledge available to test users. (For related documents, see TM 002 841-843, 845.) (KM)

ED 078 030 TM 002 845

The Three-Legged Coefficient.

Psychological Corp., New York, N.Y.

Pub Date Dec 50

Note—3p.; Reprint

Available from—Not available separately; see TM 002 841

Journal Cit—Test Service Bulletin; n40 p20-22 Dec 1950

Document Not Available from EDRS.

Descriptors—Bulletins, *Correlation, Criteria, *Prediction, Statistical Analysis, *Test Interpretation, Test Results

A correlation coefficient should not be regarded as a judgment; it is only a number summarizing the relationship of two sets of facts to each other. A coefficient's size is important, but the reason for its size is more important. A coefficient should be regarded as a clue to further investigation, which should include the test, the criterion (possibly grades or ratings), and the population, together considered the three legs of a correlation coefficient. (For related documents, see TM 002 841-844.) (KM)

ED 078 031 TM 002 846

Human Resources and the Aptitude Inventory.

Psychological Corp., New York, N.Y.

Pub Date May 51

Note—8p.; Reprint

Available from—Test Service Bulletin, The Psychological Corporation, New York, N.Y.

Journal Cit—Test Service Bulletin; n41 p2-9 May 1951

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Aptitude Tests, Bulletins, Career Planning, Employment Potential, *Guidance Counseling, Human Resources, *Student Ability, *Vocational Aptitude

The high schools of our country have to answer for the educational and career planning of boys and girls. An annual aptitude inventory—preferably of the eighth- or ninth-grade population—can yield information which will aid the schools (a) in curricular planning, (b) in identification of which and how many pupils possess various patterns of ability, and (c) in planning for a positive program of personal counseling. This assaying of abilities should cover the whole range of individual differences including the near

geniuses and the less able; all are human resources. The well-advised selection by pupils of appropriate courses and curricula can prevent the waste of a considerable amount of human potential, with attendant effects of frustration and maladjustment for the individual. Constructively it results in the development of our human resources along socially useful lines, both in terms of society's needs and the individual's possibilities. (For related documents, see TM 002 847-848.) (Author)

ED 078 032 TM 002 847

Does Testing Cost Too Much?

Psychological Corp., New York, N.Y.

Pub Date Sep 51

Note—2p.; Reprint

Available from—Not available separately; see TM 002 846

Journal Cit—Test Service Bulletin; n42 p10-11 Sep 1951

Document Not Available from EDRS.

Descriptors—Bulletins, Counseling Effectiveness, *Educational Testing, Estimated Costs, Expenditure Per Student, *Guidance Counseling, *Personnel Selection, *Testing, Vocational Aptitude

Before a business adopts tests in personnel selection, it should be decided that the increased cost and bother are likely to be offset by the savings that come from this additional selection procedure. Fairly accurate estimates of the cost of testing can be made, but in educational testing it is harder than in businesses to measure the results in dollars and cents. Most of the benefits appear in terms of pupil adjustment or in the student's post-graduate life. But in the absence of a capable counseling staff, the use of any tests at all may be an extravagance. Conversely, if a school is committed to a counseling service for its pupils, it is unwise not to provide the low-cost tools that can save the time of high-cost counselors. (For related documents, see TM 002 846, 848.) (KM)

ED 078 033 TM 002 848

The Search for Talent.

Psychological Corp., New York, N.Y.

Pub Date Feb 52

Note—4p.; Reprint

Available from—Not available separately; see TM 002 846

Journal Cit—Test Service Bulletin; n43 p12-15 Feb 1952

Document Not Available from EDRS.

Descriptors—Ability Identification, Able Students, *Aptitude Tests, Bulletins, Career Choice, Career Planning, *Counselor Functions, *Educational Testing, *Engineering, *Guidance Counseling, *Sciences

The necessity for counselors to use modern methods of appraising abilities in order to fill the demand in engineering and the sciences is discussed. Aptitude test scores for three groups of males are charted to illustrate the first problem, identifying those with the requisite talents. Practical problems in identification and counseling and their solutions are discussed. Early testing, in the eighth or ninth grade, is recommended to allow time for adequate career planning in engineering and the sciences. (For related documents, see TM 002 846-847.) (KM)

ED 078 034 TM 002 849

Conway, Lee

The Elementary Education of Black and Chicano Children: An Iatrogenic Dilemma. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-1-020

Pub Date Feb 73

Contract—OEC-9-72-0030

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Achievement

Tests, Evaluation Methods, Grade 5, *Mexican Americans, *Negro Students, *Response Style (Tests), Self Concept, Standardized Tests, Student Evaluation, Student Teacher Relationship, Technical Reports, *Test Bias, Testing, Test Results

Evaluations of compensatory educational programs reveal that Black and Chicano school children do relatively less well the longer they remain in school. This investigation sought to determine the extent to which this regression is attributable to contemporary evaluation methodology. Analy-

sis was conducted of the impact of standardized achievement tests on a population of low SES Black and Chicano fifth grade students. It was hypothesized that the effect of frequent testing would be that of depressing achievement test scores. Analysis determined that the typical student dropped an average of two stanines in reading achievement as a result of this testing. Additionally, this study found that: (1) Black and Chicano children learn more than standardized tests show; (2) Testing is a high stress activity; and (3) Testing seriously impairs the teacher-student relationship. Research was conducted through structured classroom observations and interviews and interval analysis of test scores. It is concluded that standardized testing produces primary and secondary reactive effects which are destructive to self-confidence, achievement, and the academic ability of minority, low-income children. (Author/CK)

ED 078 035 TM 002 850

Kosters, Henry G.

Preliminary Reconnaissance: A Study of the Criticality of Identified Educational Needs.

South Dakota State Dept. of Public Instruction, Pierre.

Report No.—Bull-8-4-4-1971

Pub Date 71

Note—16p.; Title III E.S.E.A.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Educational Objectives, Educational Programs, Public Education, *Public Opinion, *Rating Scales, State Programs, *Surveys, Technical Reports

Identifiers—*South Dakota

A report on the educational needs of South Dakota is presented. These needs were determined through a survey which pulled together the findings of several studies conducted to determine the present status of education in the State and through submitting the findings of these studies to the State's citizens to determine how important they were. A rating scale was designed to determine how important each respondent identified each educational need to be and the extent to which it was felt the schools were meeting each need. The State was divided into four regions. Results are presented. (CK)

ED 078 036 TM 002 851

Olson, Arthur R.

Colorado People and Colorado Education. An Assessment of Educational Needs Based on the Population, Economy, and Social Structure of Colorado.

Colorado State Dept. of Education, Denver. Office of Instructional Services.

Pub Date Jun 70

Note—70p.

Available from—Colorado Department of Education, Denver, Colorado (\$2.00, no charge to Colorado Public School Districts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Factors, Educational Accountability, *Educational Needs, *Educational Planning, Learning Processes, Management, Organization, *Population Trends, Program Development, Program Evaluation, *Social Factors

Identifiers—*Colorado

The thrust of this report is the necessity for educational planning to serve the population projected for Colorado in the future. This report analyzes the size and nature of the population of this state in the years to come and measures the educational effort that must be made to meet expressed needs. The population is analyzed with respect to quality as well as quantity. Concern is expressed for effective regionalization and development. The five most important topics discussed are planning, evaluation, management information, accountability, and the emphasis on learning, rather than teaching. (Author/CK)

ED 078 037 TM 002 852

Engelking, D. F.

ITED: Tables of Standard Scores with Corresponding Percentile Norms for the Iowa Tests of Educational Development 1971-72. Forms X-4 and X-5.

Idaho State Dept. of Education, Boise.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Development, *National Norms, *Scores, *Standardized Tests,

Statistical Analysis, *Tables (Data), Test Results
Identifiers—Idaho, *Iowa Tests of Educational Development

A total of 22 tables are presented exhibiting standard scores with corresponding percentile norms for Idaho schools participating in the Iowa Tests of Educational Development. (CK)

ED 078 038 TM 002 853

Peck, Robert F. Veldman, Donald J.

Personal Characteristics Associated with Effective Teaching.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Bureau No—BR-5-0249

Pub Date 73

Contract—OEC-6-10-108

Note—14p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Behavior Patterns, Comparative Analysis, *Effective Teaching, Predictive Ability (Testing), Primary Grades, *Teacher Behavior, *Teacher Characteristics, *Teacher Evaluation, Technical Reports, Test Results

Objective scores and judges' ratings, both based on a complex personal assessment battery, were correlated with a pupil-gain criterion of teaching effectiveness and with a number of observationally derived measures of classroom teaching behavior. Twenty-seven primary teachers were studied who had demonstrated consistent patterns of pupil gain over the previous three years, varying substantially in the degree of gain achieved. The relationships of the assessment-based measures to the teaching effectiveness measures are described. In addition, the objective assessment scores and the judgmental ratings are compared in their predictive power. (Author)

ED 078 039 TM 002 854

Peper, John B.

An Ontological Model of Evaluation: A Dynamic Model for Aiding Organizational Development.

Pub Date 73

Note—28p.; Paper presented at the Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Educational Programs, *Evaluation Methods, Human Development, *Models, Organization, *Organizational Change, *Program Evaluation, Pyramid Organization, Speeches

Identifiers—Ontological Evaluation Model

Evaluation models imply or assume theories of organization, behavior, and decision-making. Seldom does an evaluation model specify these assumptions. As a result, program evaluators often choose mechanistic models and their resultant information is either inadequate or inappropriate for most of the client's purposes. The Ontological Evaluation Model proposed in this paper is based on a developmental assumption, namely, that humans in purposeful groups, organizations, reenact a cycle of development very much akin to the ontology of a single individual. An educational program is a special case of human organizational development. Program evaluation from this contextual premise, therefore, takes organizational development as its structural analog. Reference is made in the presentation to applications in which the model has been used and to which its use seems most efficient. (Author)

ED 078 040 TM 002 855

Evaluation of the Office of Economic Opportunity's Performance Contracting Experiment. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—B-130515

Pub Date [73]

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Economically Disadvantaged, Experimental Programs, Federal Programs, Low Income

Groups, Mathematics Instruction, *Performance Contracts, *Program Evaluation, Reading Instruction, *Remedial Instruction

The General Accounting Office (GAO) evaluated the Office of Economic Opportunity's (OEO) performance contracting experiment because of its potential impact in education. Performance contracting has been defined as an agreement between a local education agency, such as a public school, and a private educational firm, known as a learning system contractor. Payment to the contractor depends on student achievement. OEO initiated a major educational experiment over one school year in an effort to help poor children. The experiment was designed to assess the overall impact of remedial reading and mathematics programs conducted by private educational firms. A total of 27,000 students, 18 school districts, and 6 private educational firms were involved. It was found that the firms operating under performance contracts did not perform significantly better than the more traditional school systems. (Author/CK)

ED 078 041

TM 002 856

Ryans, David G.

Similarities and Differences in Teacher Characteristics among Ethnic Groups Represented in the United States.

Pub Date Feb 73

Note—42p.; Paper presented at annual meeting of National Council on Measurement in Education (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Cognitive Processes, *Comparative Analysis, *Ethnic Groups, *Rating Scales, Social Adjustment, Tables (Data), Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, Technical Reports

The focus of this paper is on groups of teachers classified according to self-reported national and/or racial heritage. The problem studied was simply notation of similarities and differences among mean scores of groups of in-service teachers in the U.S.A. when the teachers were so classified. There were over 3,000 in-service teachers from the 50 states. These teachers completed the Teachers Characteristics Schedule G-70/2, which makes available 11 scales relating to teacher behaviors, attitudes, educational viewpoints, cognitive responses, and personal social adjustment. Results are given in tabular form. It is concluded that group differences in mean scores on the scales do exist. (CK)

ED 078 042

TM 002 857

Everston, Carolyn M. Brophy, Jere E.

High-Inference Behavioral Ratings as Correlates of Teaching Effectiveness.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Lab. and Center Transition.

Bureau No—BR-5-0249

Pub Date 1 Mar 73

Contract—OEC-6-10-108

Note—35p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Classroom Observation Techniques, *Effective Teaching, *Elementary School Teachers, Grade 2, Grade 3, Rating Scales, *Teacher Behavior, Teacher Evaluation, *Teacher Rating, Technical Reports

Identifiers—*Metropolitan Achievement Test

Several high inference ratings were made on a sample of 31 second- and third-grade teachers selected for study because of their consistency in producing student gains on the Metropolitan Achievement Test over three successive years. Data consist of scales, checklists, and percent estimates filled out by coders after or during classroom observations of the selected teachers. Both intra- and inter-rater reliabilities are reported. High and low correlations between these measures and a measure of teacher effectiveness in producing pupil achievement gains are presented and discussed. (Author)

ED 078 043

TM 002 858

Sachdeva, Darshan

Survey of Some Useful Applications of Sign Test in Educational Research.

Pub Date Feb 73

Note—3p.; Paper presented at the annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Educational Research, *Scores, *Statistical Analysis, *Tables (Data), Technical Reports, *Testing Identifiers—*Sign Test

The sign test is perhaps the simplest non-parametric procedure comparable to the commonly used parametric t-test. This test is easily applied which makes it useful preliminary analysis and for the analysis of data of passing interest. A large variety of its applications to education research, usually not found in the standard textbooks, is included in this presentation. In addition, the computing work is kept at an absolute minimum and a minimal use has been made of tables for significance testing. (Author)

ED 078 044

TM 002 859

Stiggins, Richard J. Byers, Joe L.

Stability of Semantic Factor Structure and Change in Connotative Meaning of Educational Concepts During Teacher Training.

Pub Date Feb 73

Note—23p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973); Ph.D. Dissertation, Michigan State

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, *Concept Teaching, *Factor Analysis, *Semantic Differential, Semantics, *Teacher Education, Technical Reports

A series of eleven concepts, eight of which were presented in a teacher training course, were rated by 252 undergraduate education majors on 15 semantic differential scales at the beginning and end of the course in an attempt to assess changes in the factor structure of semantic space and changes in the connotative meanings of the concepts. Scales selected to represent the traditional EPA structure developed by Osgood were best explained by a four factor solution which deviated from the hypothesized structure. This structure was found stable over time and factor scores for each orthogonal factor demonstrated significant gains in directions consistent with the goals of teacher training. (Author)

ED 078 045

TM 002 860

Connecticut Citizens Response to Educational Goals, 1971-1972.

Connecticut State Board of Education, Hartford.

Pub Date [72]

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Educational Attitudes, Educational Needs, *Educational Objectives, *Learning Processes, *Public Opinion, Public Schools, Self Concept, Skill Development, *Surveys, Technical Reports Identifiers—*Connecticut

A summary is presented of the results of a study conducted to determine public response to possible goals of Connecticut education as part of a goal-setting program throughout the State. The purpose of the goal-setting program is to establish the basis for a program designed to meet the needs of public school students in the State. The study sought not only to obtain rankings of goals from participants, but to identify differences in judgement among the several sub-populations and age groupings. The six main goals were found to be: (1) Each student learns to communicate effectively; (2) Each student accepts learning as a lifelong process; (3) Each student develops skills and values for good citizenship; (4) Each increases his ability for self-understanding; (5) Each student acquires attitudes suitable for health and family life; and (6) Each student applies his learning to present day living. (CK)

ED 078 046

TM 002 861

Cooper, Mildred P., Ed.

Special Report on Criterion-Referenced Test Development, Mid-Atlantic Region Interstate Project 1972-73.

West Virginia State Dept. of Education, Charleston.

Pub Date [73]

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, Evaluation Techniques, Measurement Instru-

ments, *Norm Referenced Tests, Standardized Tests, Technical Reports, *Test Construction, *Testing

A collection is presented containing four papers dealing with the subject of criterion-referenced testing. This first paper deals with criterion-referenced tests utilizing norm-referenced test items. Aspects covered include a defense of norm-referenced and criterion-referenced tests and a justification for the adaptation of norm-referenced test items as a criterion-reference measure. Finally, it is pointed out that the most attractive factors involved in adapting existing norm-referenced test items to criterion-referenced tests are the time- and money-saving possibilities. (For three related papers, see TM 002 862-864) (CK)

ED 078 047 TM 002 862
Cooper, Mildred P.

Criterion-Referenced Test Development - A Contractual Agreement between the Public Schools of the District of Columbia and a Commercial Test Publisher.

West Virginia State Dept. of Education, Charleston.

Pub Date [73]

Note—11p.

Available from—Not available separately; See TM 002 861

Document Not Available from EDRS.

Descriptors—*Contracts, *Criterion Referenced Tests, Program Descriptions, Public Schools, *Test Construction, Testing, Urban Schools
Identifiers—*District of Columbia

A historical description and chronological account of an experience in which an urban school system adopted a criterion-referenced testing program through contract with a publisher is given. A proposal was developed, objectives reviewed, and tests constructed and reviewed. Reports and training programs for school staff were also developed. The resulting testing program was found to be of value to staff and students. (For related documents, see TM 002 861, 863-864.) (CK)

ED 078 048 TM 002 863
Petre, Richard M.

The Development of Criterion-Referenced Tests in Reading.

West Virginia State Dept. of Education, Charleston.

Pub Date [73]

Note—11p.

Available from—Not available separately; see TM 002 861

Document Not Available from EDRS.

Descriptors—*Criterion Referenced Tests, Individual Development, Learning Activities, Program Descriptions, *Program Development, Reading Programs, *Reading Tests, *Student Evaluation

Identifiers—*Maryland

A reading priority program was established in Maryland with the following objectives for students: (1) following directions, (2) locating references, (3) personal development, (4) gaining information, and (5) using forms. A criterion-referenced testing program for evaluating the progress of students in reading is under development. Samples of test items are given. (For related documents, see TM 002 861-862, 864.) (CK)

ED 078 049 TM 002 864
Freytes, Fanny

The Development of a Criterion-Referenced Test of Mathematics.

West Virginia State Dept. of Education, Charleston.

Pub Date [73]

Note—8p.

Available from—Not available separately; see TM 002 861

Document Not Available from EDRS.

Descriptors—Cooperative Programs, *Criterion Referenced Tests, *Educational Objectives, *Mathematics Instruction, Scores, Technical Reports, *Test Construction, Test Interpretation

Identifiers—*Puerto Rico

An attempt toward the development of a criterion-referenced test as a joint project of the Puerto Rican Division of Evaluation and the Mathematics Program in the Department of Education is discussed. The approach used included

the following steps: (1) clarification of objectives, (2) development of test items for each objective, (3) development of test items to measure related objectives, and (4) providing a score and score interpretation for each objective. (For related documents, see TM 002 861-863.) (CK)

ED 078 050 TM 002 865
Krenkel, Noele

Assessment of Friendship, Leadership, Work Patterns in a Desegregated Urban School.

Pub Date 73

Note—17p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Patterns, Childhood Friendship, Comparative Analysis, *Elementary Grades, Ethnic Studies, *Group Dynamics, Interpersonal Competence, Leadership Qualities, *School Integration, *Sociometric Techniques, Technical Reports, Urban Schools

The desired choice patterns of friendship, leadership, and classroom workshop of children attending a desegregated/integrated elementary urban school were determined. Utilizing quota sampling, 159 children were examined on a three-choice, six-criteria, non-ranked sociometric test. Children were not asked to make rejections. Cliques and isolates/rejects were examined as to their ethnic makeup. Ethnic self-preference was examined, and the relationships between children's sociometric position of workshop questions and achievement were investigated. White, black and Asian children did not appear to have been influenced by ethnic grouping in friendship, leadership and workshop choices. A preponderance of ethnic self-preference was not evident in any of the questions. Comparisons between workshop choices and achievement did not appear significant except in the case of white isolate children who were found to have achievement scores six months above grade level. Patterns of friendship, leadership, and workshop choices were found to be dependent on sex, although open classrooms had more cross-sex choosing than standard classrooms. (Author)

ED 078 051 TM 002 866
Prediger, Dale J.

The Vital Role of Testing in Career Guidance.

Pub Date 14 Jan 73

Note—23p.; Paper presented at a symposium of the APGA National Convention (San Diego, Calif., Feb. 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, Counselors, Decision Making, *Guidance Counseling, *Occupational Guidance, Role Perception, Self Evaluation, *Testing, *Test Interpretation, Test Results, *Theories

An attempt is made to show that career development theory and career decision-making theory both provide a firm foundation for the role of tests in career guidance. This role is primarily to stimulate, broaden, and provide focus to the exploration of self in relation to career. To effectively implement this role, test publishers must devote much more attention to transforming test scores (data) into counseling information. It is suggested that more than information is needed to obtain real benefit from tests. Counselors must help students transform the information obtained from tests into exploratory activities and self-evaluated experiences. For this reason, test interpretation can no longer be treated as a hot-house experience devoid of the real world. Career development and decision-making principles indicate that tests must be used in the context of a developmental career guidance program. When this is done, tests can play a vital role in career guidance. (Author/CK)

ED 078 052 TM 002 867
Kristof, Walter

On Accuracy in Reliability Estimation.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-24

Pub Date Apr 73

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expectation, Sampling, Scores, *Statistical Analysis, Tables (Data), Technical Reports, *Test Reliability, *Theories

This study in parametric test theory deals with the statistics of reliability estimation when scores on two parts of a test follow a binomial distribution with equal (case 1) or unequal (case 2) expectations. In each case biased maximum-likelihood estimators of reliability are obtained and converted into unbiased estimators. Sampling distributions are derived. Second moments are obtained and utilized in calculating mean square errors of estimation as a measure of accuracy. A rank order of four estimators is established. There is a uniformly best estimator. Tables of absolute and relative accuracies are provided for various reliability parameters and sample sizes. (Author)

ED 078 053 TM 002 868
Jennrich, Robert I. Thayer, Dorothy T.

A Note on Lawley's Formulas for Standard Errors in Maximum Likelihood Factor Analysis.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-31

Pub Date Apr 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Error Patterns, *Factor Analysis, *Statistical Analysis, Tables (Data), Technical Reports

Identifiers—*Lawleys Formulas

Evidence is given to indicate that Lawley's formulas for the standard errors of maximum likelihood loading estimates do not produce exact asymptotic results. A small modification is derived which appears to eliminate this difficulty. (Author)

ED 078 054 TM 002 870
Forsyth, Robert A. And Others

Iowa Testing Programs Research Report. Perceptions of Iowa Teachers Related to the Use of ITED Results by Administrators and Counselors.

Iowa Testing Programs, Iowa City.

Report No.—ITP-RR-4

Pub Date Mar 73

Note—28p.

Available from—Iowa Testing Programs, The University of Iowa, 334 Lindquist Center for Measurement, Iowa City, Iowa 52242 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Communication (Thought Transfer), *Educational Environment, English, *Perception, Questionnaires, Sciences, Social Studies, Standardized Tests, Surveys, *Teacher Attitudes, Technical Reports, *Testing, *Test Results

Identifiers—Iowa, *Iowa Tests of Educational Development, ITED

The results of a survey conducted to determine the perception of teachers of the climate surrounding the administration of the Iowa Tests of Educational Development (ITED) are presented. The results are related to the following two questions: (1) Do teachers feel that the test results are being used by teachers, administrators, and counselors? (2) If the answer to the first question is "yes," do teachers feel that they know how the test results are being used by these groups? A questionnaire was sent to teachers of English, science, and social studies. Results are given. It is concluded that standardized achievement tests provide information of potential value to students, parents, teachers, counselors, administrators, school board members, and the pupil at large. It was found that too little communication may occur in the schools, as a significant proportion of the respondents to the questionnaire profess to be uninformed about how other groups use the results. (CK)

ED 078 055 TM 002 871
Marco, Gary L.

A Comparison of Selected School Effectiveness Measures Based on Longitudinal Data.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-20

Pub Date Mar 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Comparative Analysis, *Effective Teaching, *Elementary Schools, *Evaluation Methods, Grade 3, *Longitudinal Studies, Prediction, Sampling, Test Results, Urban Areas

Identifiers—*Metropolitan Primary II Achievement Test

The purpose of this study was to compare five methods of computing school effectiveness indices (SEIs) from longitudinal data. The methods were within-school regression, within-school regression corrected for the unreliability of measurement, mean difference scores, average individual residual scores, and school residual scores. The sample consisted of 3,769 third-graders from 70 elementary schools in the Midwest. The raw data consisted of Total Reading scores from the Metropolitan Primary II Achievement Test administered in fall 1970 and spring 1971. While the various school effectiveness indices differed from one another and in their correlations with other variables, little evidence could be found for the lack of validity of any school effectiveness index. Further, all of the school effectiveness indices were highly stable across samples, except for the indices for initially high-scoring students. Finally, predictions from nonlongitudinal data furnished reasonable estimates of school effectiveness as measured by one of the indices. (Author/CK)

ED 078 056 TM 002 872

Archer, Claud O. Jennrich, Robert J.
Standard Errors for Rotated Factor Loadings.
Educational Testing Service, Princeton, N.J.
Report No—ETS-RB-73-17
Pub Date Mar 73
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, Data Analysis, *Factor Analysis, Matrices, Measurement Techniques, Orthogonal Rotation, *Statistical Analysis, Technical Reports

Beginning with the results of Girschick on the asymptotic distribution of principal component loadings and those of Lawley on the distribution of unrotated maximum likelihood factor loadings, the asymptotic distributions of the corresponding analytically rotated loadings is obtained. The principal difficulty is the fact that the transformation matrix which produces the rotation is usually itself a function of the data. The approach is to use implicit differentiation to find the partial derivatives of an arbitrary orthogonal rotation algorithm. Specific details are given for the orthomax algorithms and an example involving maximum likelihood estimation and varimax rotation is presented. (Author)

ED 078 057 TM 002 873

Engelking, D. F.
Idaho Percentile Norms for the Differential Aptitude Tests 1971-1972.

Idaho State Dept. of Education, Boise.

Pub Date 1972

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Females, *Grade 9, Males, *Percentage, State Surveys, *Tables (Data), *Test Results

Identifiers—*Differential Aptitude Tests, Idaho
Two tables are presented showing the Idaho percentile norms on Form L of the Differential Aptitude Tests administered to students in Grade 9. (CK)

ED 078 058 TM 002 875

Subkoviak, Michael J.
The Effect of Nonnormality in Torgerson's Multidimensional Scaling Model.

Pub Date 73

Note—15p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Correlation, *Error Patterns, *Models, *Multidimensional Scaling, *Statistical Analysis, Technical Reports

Identifiers—*Torgerson Multidimensional Scaling Model

When Torgerson's multidimensional scaling model is used in conjunction with the method of tetrads, derived coordinates are based on data which is assumed to be distributed normally. The object of this study was to determine the amount of error contained in derived coordinates when the normality assumption is violated. Torgerson coordinates were derived from various cases of nonnormally distributed data. Derived coordinates were then compared for accuracy to true coordinate values, which were known in each case. The Torgerson model produced highly ac-

curate coordinates in all cases. Since a wide range of distributions was considered, the results appear to be quite generalizable. (Author)

ED 078 059 TM 002 876

Harmon, Lenore W.

MF Scales: Instruments of Male Chauvinism or Responsible Tools of the Psychologist?

Pub Date 4 Sep 72

Note—11p.; Paper presented at APA Convention (Honolulu, Hawaii, September 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), Individual Differences, Psychological Evaluation, Psychologists, *Rating Scales, *Sex Differences, Speeches, Therapy, *Validity

A study is made of the validity of the use of MF scales. It is pointed out that femininity is often a liability in the psychologist's office. Clients who have MF scores considered to be more appropriate for the opposite sex are threatened by them. If the clinician assumes the client has an abnormal score, the ensuing therapy usually will be directed toward changing the client to fit traditional concepts of masculinity and femininity. An alternative approach is for the clinician to face the client's fears and to help the client explore them. It is concluded that MF scales can be used responsibly by therapists who will use them to help individuals explore and accept their own personal mixture of masculinity and femininity. (CK)

ED 078 060 TM 002 877

Campbell, David P.

The SVIB M-F Scale: Must We Ignore Feminine Aversions for Carburetors?

Pub Date Sep 72

Note—14p.; Paper presented at a symposium of the American Psychological Association (Honolulu, Hawaii, September 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Classification, Females, Individual Differences, Males, *Rating Scales, *Sex Differences, Speeches, *Test Interpretation, *Vocational Interests

There are substantial differences in the interests of men and women, reflected by their answers to vocational interest inventories. These differences are not trivial; they persist even in samples of men and women selected for occupational equivalence. The content of the sex differences is diverse. Lumping these differences together into one empirical scoring scale and labeling it "masculinity/femininity" creates more interpretive problems than it solves. The best way to proceed now is to stop using M-F scales and concentrate instead on homogeneous scales - such as scales for mechanical interests and artistic interests - so that, for example, a person with strong mechanical interests and weak artistic interests can be described exactly that way with no implication that this pattern connotes masculinity. (Author/CK)

ED 078 061 TM 002 878

Bayuk, Robert J.

The Effects of Choice Weights and Item Weights on the Reliability and Predictive Validity of Aptitude-Type Tests. Final Report.

Pennsylvania Univ., Philadelphia.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-C-047

Pub Date Mar 73

Grant—OEG-3-71-0108

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Correlation, *Predictive Validity, Response Style (Tests), Scoring Formulas, Statistical Analysis, Technical Reports, Test Interpretation, *Test Reliability, Test Results, *Weighted Scores

An investigation was conducted to determine the effects of response-category weighting and item weighting on reliability and predictive validity. Response-category weighting refers to scoring in which, for each category (including omit and "not read"), a weight is assigned that is proportional to the mean criterion score of examinees selecting that category. Item weighting refers to the application of multiple regression techniques to maximize the relationship between a composite of item scores and a criterion. The study of the effects of weighting on reliability indicated that scores resulting from response-category weighting

were significantly more reliable than scores corrected for chance success. Response-category weighting in concert with item weighting resulted in scores significantly less reliable than scores corrected for chance success. The study of the effects of the weighting on predictive validity indicated that no gain in predictive validity accrued through the use of response-category weighting as opposed to scores corrected for chance success. Response-category weighting with item weighting resulted in scores significantly more reliable than scores corrected for chance success. (Author/CK)

ED 078 062 TM 002 881

Levine, Michael V.

Nonadditive Analogues of the Basic Mathematics of Additive Measurement.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-34

Pub Date Apr 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Addition, Mathematical Applications, Mathematics, *Measurement Techniques, *Statistical Analysis, Technical Reports, *Theories

Nonadditive analogues of what is considered to be the essential mathematics of additive measurement are presented. The scope of this paper is defined when measurement theories are reformulated in such a way to assign transformations of numbers to transformations of natural objects. This paper is limited to theories of measurement in which empirical transformations are represented by affine measurement. (CK)

ED 078 063 TM 002 882

Boldt, Robert F.

The Inverted Student Density and Test Scores.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-33

Pub Date Apr 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Scores, *Statistical Analysis, Technical Reports, *Test Results

Identifiers—*Student Density

The inverted density is one whose contour lines are spherical as in the normal distribution, but whose moments differ from those of the normal in that its conditional arrays are not homoscedastic, being quadratic functions of the values of the linear regression functions. It is also platykurtic, its measure of kurtosis ranging from that of the normal to that of the uniform depending on the value of a parameter: as that parameter increases the inverted student distribution approaches normality. Measures of kurtosis are given for distributions of scores on a number of cognitive tests, and they are almost all seen to be platykurtic. Data are presented showing that a quadratic terms contributes substantially to the regression of conditional variances on test scores in a bivariate distribution. These data suggest that the inverted student distribution may provide a better description of distributions of test scores than does the normal. (Author)

ED 078 064 TM 002 883

Centra, John A.

The Relationship between Student and Alumni Ratings of Teachers.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-39

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alumni, Comparative Analysis, *Correlation, Effective Teaching, *Student Opinion, Teacher Evaluation, *Teacher Rating, Technical Reports

Student and alumni ratings for 23 teachers were found to correlate .75 (somewhat less for teachers rated only by graduates of their department). This substantial agreement between current students and alumni (of five years) regarding who have been effective or ineffective teachers suggest that student ratings are fairly permanent and do, at least in part, reflect overall, long-term effects of instruction. (Author)

ED 078 065 TM 002 884

Hall, Charles E.

Variance Reduction Analysis.

Educational Testing Service, Princeton, N.J.

Report No—ETS-RB-73-29

Pub Date Apr 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, Correlation, *Measurement Techniques, Models, *Statistical Analysis, Tables (Data), Technical Reports
Variance reduction analysis is a simple method for determining the effect of inequality of cell size on analysis of variance calculations. The suggested procedure has three steps. (Author/CK)

ED 078 066

TM 002 885

Loevinger, Jane

Recent Research on Ego Development.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date 31 Mar 73

Note—17p.; Parts of this paper presented to Society for Research in Child Development (Philadelphia, Pennsylvania, March 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Child Development, Children, Cognitive Processes, Infants, *Literature Reviews, *Psychiatry, *Psychological Patterns, *Self Concept
Identifiers—Erikson (Erik), Piaget (Jean)

One conception of ego development and recent research on its outcome are presented. The infant first asserts his selfhood through demand and negation. This is the impulsive stage. The next stage is the Ritual-hedonistic stage, in which controls are supplied by ritual observances, and reward and punishment remain important sanctions. The next stages include the Conformist stage, at which the child accepts the rules of the group; the Conscientious stage, at which he evaluates for himself which rules he shall follow; and the Autonomous stage, at which he tolerates ambiguity. The work of Piaget and Erikson are reviewed to shed light on these stages. (CK)

ED 078 067

TM 002 886

Whitlock, Gerald H. Cureton, Edward E.

Validation of Morale and Attitude Scales. Technical Report.

Air Research and Development Command, Lackland AFB, Tex. Wright Air Development Div.

Report No.—WADD-TR-60-76

Pub Date Jun 60

Note—31p.; Report prepared under contract with the University of Tennessee, Knoxville

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Comparative Analysis, Interviews, *Military Personnel, Prediction, Questionnaires, *Rating Scales, Technical Reports, Test Construction, *Test Validity

This paper completes reporting of the development of scales for measuring morale among Air Force personnel. A previously developed questionnaire keyed for eight scales was given to an independent sample. When these scores were compared with criteria derived from interviews, ratings, and Air Force records, validities were uniformly low. Although none of the validities are high enough for useful prediction, the scales do measure expressed attitudes with considerable reliability. (Author)

ED 078 068

TM 002 887

Jacobson, Stanley A. Stiles, Richard L.

Accountability in Physical Education: The Effectiveness of the Physical Education Specialist.

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Educational Accountability, *Effective Teaching, *Elementary School Students, *Physical Education, Sex Differences, Task Performance, Teacher Attitudes, Technical Reports

A total of 360 boys and girls from first through sixth grade were randomly selected and tested with an instrument developed in the Tacoma Public Schools, to determine: (1) differences in physical skills and fitness performance of pupils who received the services of an elementary physical education specialist and pupils who had not, and (2) differences in physical skills and fitness performance of boys and girls. An attitudinal comparison also was made between teachers working regularly with an elementary physical education specialist and those who were not. The study found that: (1) Where differences existed, pupils who received the services of an elementary physical education specialist demonstrated superior performances to those who had not and those who had not also required more demonstrations of a skill before they could attempt it; (2) Very few systematic differences were found between

the performances of boys and girls; however, the girls generally showed consistently superior performances on most rope skipping skills and boys were superior on jumping, running, throwing, and rope climbing skills; (3) Teachers who worked regularly with an elementary physical education specialist rated physical education as having greater importance. (Author)

ED 078 069

TM 002 888

Development of USES Aptitude Test Battery for Manager, Beauty Shop (per. ser.)-187.168.

Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Report No.—TR-S-48

Pub Date Feb 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Cosmetology, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Managerial Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity
Identifiers—Beauty Shop Managers, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 078 070

TM 002 889

Development of USES Aptitude Test Battery for Covering-Machine Operator (textile)-681.885-030. Technical Report.

Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Report No.—TR-S-465

Pub Date Nov 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Machinery Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Covering Machine Operators, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 078 071

TM 002 890

Ramirez, A. R. And Others

An Evaluative Study of the ROCK English as a Second Language Program in Spanish-English Bilingual Projects.

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Communication Skills, Elementary School Students, *English (Second Language), *Mexican Americans, Phonology, Preschool Children, *Program Evaluation, Pronunciation, Second Language Learning, Spanish Speaking, Syntax, Teaching Techniques, Technical Reports, Test Results, Vocabulary

Bilingual education programs for Mexican-American preschool and elementary grade pupils almost invariably include instruction in English as a second language (ESL). While usual ESL programs for young Spanish-speaking children emphasize pronunciation drill (minimal-pair drills: pit-bit, choose-shoes), an alternative approach deemphasizes phonological drill while concentrating on teaching of word order (syntactic structure). Results of several studies from bilingual projects in Lower Rio Grande Valley replicate findings that Experimental Groups perform no better than Control (no formal ESL instruction) Groups on Pronunciation, Vocabulary, and Communication but score significantly higher on structure. Formal syntactical drill to learn new word order may be more important than phonological analyses in ESL instruction. (Author)

ED 078 072

TM 002 891

Gaines, W. George

Measuring Social Studies Achievement: Criterion-Referenced versus Norm-Referenced Tests for the Classroom Teacher.

Pub Date 10 Nov 72

Note—23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, Louisiana, November 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Standards, *Criterion Referenced Tests, Educational Objectives, Evaluation Techniques, *Norm Referenced Tests, *Social Studies, *Test Construction

Criterion-referenced measurement has been hailed as one of the most significant developments in the recent history of educational evaluation. Its presence should be felt in the social studies over the next few years. The first part of the paper illustrates the differences between criterion-referenced and norm-referenced measurement—purpose for which the test is constructed; manner in which the test is constructed; specificity of information yielded; uses to be made of obtained test information—and traces the historical development of both, with particular attention to their influence on social studies testing. The second part of the paper describes the implementation of criterion-referenced testing in the social studies classroom—developing social studies objectives; setting appropriate standards; developing test items that measure attainment of objectives—and examines some of the major questions regarding this new trend in educational measurement. (Author)

ED 078 073

TM 002 892

Manuel, J. Jack Consalvo, Robert W.

The Quantification of Subjective Data for Evaluation of Affective Experiences.

Pub Date Feb 73

Note—19p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (New Orleans, Louisiana, February 26-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Art Education, *Content Analysis, *Data Analysis, *Documentation, Measurement Techniques, Program Evaluation, Public Schools, *Scoring, Technical Reports, Urban Schools

Identifiers—*Personal Reports of Subjective Experiences, PROSE System

A study was conducted to: (1) Continue the investigation of a new approach to measuring the affective dimension of experience, and (2) Present a description and documentation of the affective impact of the Urban Arts Program of the Minneapolis Public Schools. The procedure

classifies and evaluates information gathered in the form of diaries; it is called the PROSE System, i.e. Personal Reports of Subjective Experiences. The scoring procedure is as follows: (1) analysis by the reader, (2) independent analysis by two scorers, (3) assignment of each statement to pre-established Content Categories, (4) scoring of the affective orientation of the statements, and (5) Clinical analysis of weighted affective ratings. It was found that the experience in general had a favorable impact on its participants. (CK)

ED 078 074

TM 002 893

Browne, Michael W.

Gradient Methods for Analytic Rotation.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-22

Pub Date Mar 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, *Factor Analysis, *Matrices, *Oblique Rotation, *Orthogonal Rotation, *Statistical Analysis, *Technical Reports

Gradient methods are employed in orthogonal oblique analytic rotation. Constraints are imposed on the elements of the transformation matrix by means of reparameterisations. (Author)

ED 078 075

TM 002 894

Lewis, Michael

Infant Intelligence Tests: Their Use and Misuse.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-10

Pub Date Jan 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, *Infants, *Intelligence, *Intelligence Tests, *Intervention, *Learning Experience, *Literature Reviews, *Models, *Predictive Ability (Testing), *Test Results

Data from a variety of infant intelligence scores make clear that it is not possible to consider (1) that infant intelligence is a measurable, stable and unitary construct, (2) that there is a general g factor easily discernible in infancy, (3) that there is stability of scores both within and across scales, or (4) that there is predictability across age. These facts are discussed for their implications for models of intelligence, the use of intelligence tests in infancy, and finally intervention programs. It is concluded that the implicit model of general intelligence rests upon its function for society rather than its scientific merit. An alternative model of infant development is offered which is related to the acquisition of specific skills, the learning of which is dependent upon the match between the subject and the nature of the learning experience. (Author)

ED 078 076

TM 002 895

Lombard, John W.

Combining Aptitude and Interest Test Results for Counseling.

Science Research Associates, Inc., Chicago, Ill.

Pub Date 11 Feb 73

Note—41p.; Paper presented at APGA (San Diego, California, February 11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Attitude Tests, *Comparative Analysis, *Guidance Counseling, *High School Students, *Mathematics, *Rating Scales, *Tables(Data), *Technical Reports, *Test Results, *Urban Schools, *Vocational Interests

Identifiers—KOIS, *Kuder Occupational Interest Survey, *National Merit Scholarship Qualifying Test, *NMSQT

A study was conducted using a sample of 13,000 urban high school juniors tested in 1968-69 with both the Kuder Occupational Interest Survey (KOIS) and the National Merit Scholarship Qualifying Test (NMSQT). Students were grouped on the basis of high scores on the various college major scales reported on the KOIS and on the self-expressed interest in college majors reported on their NMSQT answer sheets. Means and standard deviations of NMSQT scores of each group were calculated and compared. Both statistically and practically significant differences were found in the mean NMSQT scores of groups showing interests in common college majors. Students choosing or having high interest scores in majors such as mathematics, English and physical science showed consistently higher scores than those in agriculture and physical edu-

cation. There was evidence that self-perception of ability influences choice of college major, and that tables could be developed showing the academic competition likely to be encountered in various fields. (Author)

ED 078 077

TM 002 896

Stricker, Lawrence J.

Personality Research Form: Factor Structure and Response Style Involvement.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-23

Pub Date Mar 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Factor Analysis, *Personality Studies, *Rating Scales, *Response Style (Tests), *Statistical Analysis, *Technical Reports

Identifiers—*Personality Research Form, PRF

The aims of this study were (1) to explore the factor structure of the Personality Research Form (PRF) and (2) to examine the inventory's relations with response styles. In general the PRF content scales correlated moderately with each other and with measures of acquiescence, social desirability, and defensiveness response Biases. Six oblique factors, identified as conscientiousness, hostility, ascendance, dependence, imagination, and carefreeness, were found in a principal axis analysis of the content scales. The stylistic measures estimated loadings on these factors were scattered and moderate. Several factors were similar to the categorization of scales in the PRF manual as well as the factors previously obtained by Edwards, Abbott, and Klockars. (Author)

ED 078 078

TM 002 897

Flaugh, Ronald L.

Research on the Controversies around Collegiate Placement and Credit Systems.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-73-9

Pub Date May 73

Note—6p.; Paper presented at a symposium of Annual Meeting of American Educational Research Association (New Orleans, Louisiana, March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *College Credits, *College Placement, *Educational Change, *Higher Education, *Research Needs, *Speeches, *Tests

The question of credit by examination, placement and proficiency is studied. It is pointed out that this system is undergoing gradual change, and it is suggested that study of the dynamics of institutional change be conducted. Finally, it is noted that such study would add to our understanding of the nature of college education. (CK)

ED 078 079

TM 002 898

Wick, John W.

Grass Roots Project Evaluation.

Note—18p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Course Content, *Decision Making, *Educational Programs, *Graduate Study, *Individualized Instruction, *In-service Education, *Professional Education, *Program Evaluation, *Summer Programs, *Tape Recordings, *Workshops

Some aspects of a grass roots evaluation training program are presented. The program consists of two elements: (1) a series of 11 slide/tape individualized self-paced units, and (2) a six-week summer program. Three points of view on this program are: (1) University graduate programs in quantitative areas are usually consumed by specialists; (2) Professionals are frequently being required to make critical evaluation decisions; and (3) A large proportion of the decisions made at the building level require practical training. A unit outline of the program is attached. (CK)

ED 078 080

TM 002 899

Nee, John G.

The Development and Experimental Analysis of a Self-Instructional Program in Graphical Kinematics.

Pub Date Feb 73

Note—24p.; Presented at the Annual Meeting of American Educational Research Association

(New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Cognitive Processes, *Course Content, *Criterion Referenced Tests, *Effective Teaching, *Independent Study, *Instructional Programs, *Literature Reviews, *Manipulative Materials, *Program Evaluation, *Standards, *Technical Reports, *Vocational Education Teachers

Identifiers—*Kinematics

A project to help vocational-technical teachers in the development and experimental analysis of self-instructional programs is presented. The emphasis in developing the program was on maximizing effectiveness and efficiency of program-learner interaction as measured by criterion items. These items emphasized cognitive content dealing with the knowledge, application, comprehension, and analysis levels. The criterion items also included manipulative content, emphasizing the graphic solution of kinematics problems. Relevant technical literature was reviewed, and technical experts consulted. The analytical methods and guidelines used to determine program content, to discover strengths and weaknesses, and to determine the effectiveness and efficiency of the program have proven to be effective. Conclusions include: (1) Content for self-instructional programs can be determined by identifying a domain of criterion items and selecting those items appropriate for a specified target population; and (2) The inclusion of randomly selected test items in the self-instructional program indicates to the student what is expected of him in the manner of his response to terminal criterion items. (CK)

ED 078 081

TM 002 900

Bippus, Stanley L. And Others

Evaluation of Non-Traditional Instruction in Southeastern Alaska Indian School.

Pub Date Feb 73

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Curriculum Design, *Independent Study, *Instructional Programs, *Interviews, *Program Evaluation, *Teacher Qualifications, *Teaching Techniques

Identifiers—*Alaska

The instructional program evaluation of a school which serves Haida and Tlingit Indians is reported. The school, located in southeastern Alaska, has a nontraditional program of mini-courses, supplemented by independent study and specific experiences in vocational areas. The evaluation was conducted at the end of the program's first year. The study is unique in that many of the teachers were community people without training in education. These people were assisted by a professional staff. Data were collected through students, using a social science mode of interviewing. The results of the evaluation were used in planning future mini-courses, independent study, and vocational programs for the community. (Author)

ED 078 082

TM 002 901

Peterson, Marla

A Multi-Media System for K-6 Career Education Programs.

Pub Date 73

Note—10p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Child Development, *Educational Environment, *Elementary School Students, *Instructional Materials, *Kindergarten Children, *Models, *Teacher Attitudes, *Teaching Techniques, *Technical Reports

Fifteen multi-media packages of instructional materials (OCCUPACS) were developed in a laboratory school setting. Prototype materials which feature many types of concrete objects and manipulatives were included in the packages. The objectives of the presentation were to: (1) demonstrate how child development data and career development theory have been translated into instructional materials for K-6 children, (2) describe how the ideas of children were used in the development of the materials, and (3) discuss how instructional materials can be designed so

that the materials help reduce the teacher anxiety that is associated with the introduction of new instructional approaches. (Author)

ED 078 083 TM 002 902
Katzenmeyer, Conrad G. DiLuzio, Geneva

Adapting Word Association for Use as an Evaluation Technique.
Pub Date Feb 73

Note—15p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association Tests, *Associative Learning, Comparative Analysis, *Evaluation Techniques, Projects, Response Style (Tests), Technical Reports, Test Results, *Word Recognition

This paper outlines one approach for adapting the widely used word association technique for use as an evaluation measure. In this approach, project participants are presented with a number of stimulus words reflecting project objectives and are asked to give free associations to these terms. Responses are scored either by the nature of semantic content or by judgment of subjective quality and the resulting scores for pre and post administrations are statistically compared. The technique has been successfully employed in several evaluation studies, and has promise of providing the evaluator with an instrument that has rapidly alterable stimuli. (Author)

ED 078 084 TM 002 903

McCluskey, Lawrence

Program Evaluation: An Overview.

Metropolitan School Study Council, New York, N.Y.

Pub Date Feb 73

Note—6p.

Available from—Metropolitan School Study Council 525 West 120th Street, New York, N.Y. 10027 (\$5.00 per year)

Journal Cit—MSSC Exchange; v31 n6 p1-5 Feb 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Educational Programs, *Evaluation Methods, Learning Processes, *Models, Program Development, *Program Evaluation, Publications, Systems Approach

Various models of educational evaluation are presented. These include: (1) the classical type model, which contains the following guidelines: formulate objectives, classify objectives, define objectives in behavioral terms, suggest situations in which achievement of objectives will be shown, develop or select appraisal techniques, and gather and interpret performance data; (2) the accreditation model, which emphasizes the process of education, rather than its outcomes; (3) the systems model, inherent in which is the idea of evaluation as a management feedback system throughout the course of the program; and (4) the discrepancy model, which combines the best available methods for using evaluation as a program development tool. (CK)

ED 078 085 TM 002 904

House, Ernest R.

Validating a Goal-Priority Instrument.

Pub Date 27 Feb 73

Note—35p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Attitudes, *Educational Objectives, Field Studies, Interviews, *Measurement Instruments, *Public Opinion, Rating Scales, Technical Reports, *Test Validity

A statewide goal priority instrument was validated. Public hearings were held, the results summarized by citizens, and an instrument constructed on this summary. The instrument design was that of Stake and Gooler, which suggests important variations in respondent publics, the scales employed, and the specificity of the statements. These variations were confirmed. A diverse group of respondents was interviewed. The validity of the instrument was deemed to be high except that it did not detect an underlying dissatisfaction. Technical and substantive results of the field test are discussed. Caution is suggested in gathering data from the general public. (Author)

ED 078 086

TM 002 905

O'Leary, K. Daniel

The Effects of Observer Bias in Field-Experimental Settings. Final Report.

State Univ. of New York, Stony Brook. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date Mar 73

Grant—OEG-2-71-0017

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavior Patterns, Children, *Data Collection, Evaluation Criteria, Expectation, *Field Studies, *Hypothesis Testing, *Observation, Questionnaires, Research Methodology, Tape Recordings, Technical Reports

A series of studies on observer biases revealed that simply informing observers of experimental hypotheses does not produce observational data consonant with those hypotheses. However, questionnaire responses following an experiment with different induced expectations does produce global data consonant with experimental hypotheses. In addition, if the observers are informed of the experimental hypotheses and the investigator provides daily feedback to the observers indicating how well their data support his hypotheses, the observers will report data consonant with those hypotheses. The method of investigation in the studies reported involved having observers watch specially prepared video tapes of children who exhibited significant amounts of disruptive behavior. Following a pre-treatment or baseline period, observers were then asked to watch video tapes on which children displayed no change or marked reductions in disruptive behavior during a "treatment period." While observer biases per se did not result in confounded data in any of the studies, an anticipated problem of observer drift or changing observational criteria can result in seriously confounded data where groups of observers initially trained together are later assigned to different treatment conditions. (Author/CK)

ED 078 087

TM 002 906

Wheatley, Grayson H.

The Piagetian Conservation of Length as Effected by Two Alternate Modes of Spatial Translation: A Methodological Problem. Final Report.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-035

Pub Date Jun 72

Grant—OEG-5-71-0018(509)

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Concept Formation, *Conservation (Concept), Elementary School Students, Factor Structure, Geometry, Grade 2, Grade 3, Literature Reviews, Research Needs, *Spatial Relationship, Technical Reports, *Visual Perception

Identifiers—*Piaget (Jean)
The purpose of this study was to investigate the effects of perceptual focus and planar orientation of rods on conservation responses when parallel translations are utilized. The translations along the major axes of symmetry utilized two modes: (1) translation of one of two rods, and (2) simultaneous translation of two of three rods in opposite directions. A review of related literature is given. Seven hypotheses were formulated and analyzed. The study was structured around a factorial design. Subjects were second-grade and third-grade children. Results and conclusions are given, and further research is recommended. (CK)

ED 078 088

TM 002 907

Brzezinski, Evelyn J. Worthen, Blaine R.

An Experimental Study of Techniques to Improve Response Rates of Mailed Questionnaires. Final Report.

Colorado Univ., Boulder. Lab. of Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-H-011

Pub Date Oct 72

Grant—OEG-8-72-0001(509)

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Analysis, *Letters (Correspondence), *Motivation Techniques, *Questionnaires, *Research Methodology, Sampling, *Surveys, Technical Reports

Identifiers—Response Rates (Questionnaires)

An investigation of techniques used to maximize response rates was the purpose of this study. Variables included perceived threat of questionnaire, questionnaire length, cover letter approach, follow-up correspondence, stamped/unstamped return envelope, and anonymity. The sample comprised 4,608 college faculty. Three analyses of response rates were performed at different points in time. There were no significant differences in response rate for the three levels of questionnaire threat, two lengths (in pages) of questionnaire, two forms of return envelope, or two levels of anonymity. Questionnaires with fewer items were returned more often after the initial mailing. Typed cover letters with a personal appeal elicited higher response rates. Follow-up letters with another questionnaire enclosed increased response rates. On the basis of the data, use of a follow-up letter with another questionnaire enclosed, a typed cover letter with a personal appeal, and inclusion of an unstamped return envelope is recommended. (Author/CK)

ED 078 089

TM 002 908

Veldman, Donald J.

Comprehensive Personnel Assessment System for Teacher Education Programs.

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Administrative Personnel, College Faculty, *Evaluation Techniques, Higher Education, *Individual Development, Interviews, *Program Descriptions, Psychologists, Task Performance, *Teacher Education, *Teacher Evaluation

A teacher assessment system is presented which holds that there is no ideal teacher and that to maximize the potential of an individual during a teacher education program, each candidate must be known as a unique person. This system has the following characteristics: (1) design for administration through a central office, and (2) need for a psychologist as director. Data files will be maintained in a central locked office, with restricted access. Initial assessment of the teacher will take into account the following factors: (1) vision, hearing and speech, (2) academic ability, (3) academic performance, (4) adjective self description (ASD), (5) self-report inventory (SRI), (6) one-word sentence completion (OWSC), (7) directed imagination (DI), (8) biographical information (BIO), and (9) concerns of teachers. Final assessment covers the following: (1) teacher evaluation form (TEF), (2) student evaluation of teacher (SET), and (3) exit interview form. The primary purpose of the entire system is the enhancement of the value of the teacher education experience to the individual students who go through the program. Other aspects of the system include services to students, retention/termination decisions, services to faculty and administration, and adjunctive research oriented procedures. (CK)

ED 078 090

TM 002 909

Edmonston, Leon P. And Others

Undertaking Program Comparisons in Curriculum Evaluation.

Pub Date Feb 73

Note—25p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Costs, *Curriculum Design, *Evaluation Methods, *Program Administration, Program Effectiveness, *Program Evaluation, Sampling, Speeches
The notion of comparing in curriculum evaluation is discussed, and some approaches to making comparative judgments about program effectiveness during the formative and summative evaluation stages are examined. Sources of information provided by external and internal program comparisons are described, and a model in which a policy capturing procedure for predicting administrative decisions based on comparison data is advanced. Evaluation methodologies appropriate to comparative evaluation are discussed with support given to a matrix sampling procedure for comparison selection based upon program costs, performance appraisal, and program spinoffs at different points in product development. (Author)

ED 078 091 TM 002 911

Bonney, Lewis A.

Application of the National Assessment of Educational Progress Philosophy in San Bernardino City Unified School District.

Pub Date 73

Note—11p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Community Control, *Criterion Referenced Tests, *Curriculum Development, Educational Accountability, *Educational Objectives, *Evaluation Techniques, Models, Program Descriptions, *Student Evaluation

the steps taken by a large urban school district to develop and implement an objectives-based curriculum with criterion-referenced assessment of student progress are described. These steps include: goal setting, development of curriculum objectives, construction of assessment exercises, matrix sampling in test administration, and reporting of results. The model provides for local control of educational objectives with credible accountability to the people for instructional results. (CK)

ED 078 092 TM 002 912

Liberty, Paul G., Jr. Malone, Lana C.

The Research vs. Service Dimension: Some Results and Uses of the "I Favor" Scale.

Pub Date 26 Feb 73

Note—7p.; Paper presented at annual meeting of National Council on Measurement in Education (New Orleans, Louisiana, 26 February 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Goal Orientation, *Graduate Students, Individual Characteristics, *Interest Scales, *Personality Tests, *Psychological Characteristics, *Rating Scales, Semantic Differential, Technical Reports

Identifiers—*I Favor Scale

This study is concerned with attempting to examine professional work-orientations and personality characteristics of graduate students majoring in counseling and school psychology. Forty-nine graduate students in a required graduate course in psychometrics were asked to respond to the "I Favor" Questionnaire, an instrument that assesses orientations and preferences of individuals toward Research vs. Service, Psychometric vs. Impressionistic, and 23 other dimensions. The scale items are of the bipolar, semantic differential type. Respondents mark their answers along a seven point continuum. Significant (p.10) differences were found on the scales. The results of the analyses are reported. (Author/KM)

ED 078 093 TM 002 913

Levin, Henry M.

The Economic Implications of Mastery Learning. Occasional Papers in the Economics and Politics of Education.

Stanford Univ., Calif. School of Education.

Report No.—Occas-Pap-73-5

Pub Date May 73

Note—25p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cognitive Processes, Costs, *Economic Factors, *Evaluation Techniques, *Learning Processes, *Social Change, Standards, Teaching Methods

Identifiers—*Mastery Learning

An internal/external efficiency evaluation on the economic implications of mastery learning is presented. Two important aspects of mastery learning are: (1) its intrinsic worth regardless of economic benefits, and (2) the necessary changes in the social and economic structure that will make the mastery learning approach increasingly functional. It is pointed out that the mastery learning approach has a very humane quality in its concern with equalizing outcomes. There are important societal changes in the offing that will increase the functionality of this approach. It is concluded that the economic importance of the mastery-learning strategy will rise substantially over the foreseeable future. (Author/CK)

ED 078 094 TM 002 914

Forster, Fred Carpenter, James

Classroom by Classroom Analysis of the Impact of a Compensatory Education Program.

Pub Date Feb 73

Note—26p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Classroom Observation Techniques, *Compensatory Education Programs, *Program Effectiveness, *Program Evaluation, Questionnaires, Response Mode, *Statistical Analysis, Student Attitudes, Teacher Attitudes, Test Results

Identifiers—CO Plus Project

The objective of this study was to evaluate the impact of the CO-Plus project by organizing data to utilize the classroom as the basic unit of analysis. The study employed classroom observations, a variety of questionnaire responses from staff and pupils, achievement test scores, and related data. Questionnaire data were summarized using factor analysis and relationships between observations. Questionnaire responses were identified using multiple regression and canonical correlation. The analysis indicated that significant relationships exist between classroom behavior, staff and pupil attitudes, and achievement test gains and that the utilization of the classroom as the basic unit strengthens the analysis. (Author)

ED 078 095 TM 002 915

Winne, Philip H. And Others

Acquisition and Retention as a Function of Three Types of Repetition.

Note—16p.; Presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Cognitive Processes, *College Students, Hypothesis Testing, *Learning Processes, *Retention, Teaching Techniques, Technical Reports, *Word Lists, Word Recognition

Seventy-two university students were exposed to one of four repetition treatments for one of three different amounts of information presented in a chunked format. Implicit chunk repetition, i.e., the presentation of words not present in the original word list but logically belonging to a previously seen chunk, facilitated acquisition and retention of information relative to explicit chunk repetition (p.01 and p.05, respectively), explicit item repetition (p.05 and in both instances), and a no repetition condition (p.01 and p.10, respectively). No repetition was found to be most efficient, while implicit repetition combined effectiveness with efficiency relative to traditional techniques of repetition. An association-restructuring hypothesis was proposed as the functioning cognitive mechanism for enhancement of learning under repetition. (Author)

ED 078 096 TM 002 916

Omark, Donald R. Edelman, Murray S.

A Developmental Study of Group Formation in Children.

Chicago Univ., Ill. Committee on Human Development.

Pub Date Feb 73

Note—20p.; Paper presented at the Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, *Concept Formation, Elementary School Students, *Group Dynamics, *Learning Theories, *Social Behavior, Technical Reports

Identifiers—*Piaget (Jean)

The study of children's group formation employs Piaget's cognitive-development theory along with ethological concepts and methods used in the naturalistic study of the social behavior of animals. It represents the first application of ethological ideal to a study of the child's conception of his social world, and focuses on his conceptions of the dominance relations within the class, and the effect his perceptions of others have on his behavior when interacting with classmates. Subjects were 500 public school children, aged three to nine. Preliminary results seem to in-

dicate the usefulness of integrating Piaget's work in development with ethological ideas of adaptation. (Author)

ED 078 097 TM 002 917

Smock, Richard Crooks, Terence

A Plan for Comprehensive Evaluation of College Teaching.

Illinois Univ., Urbana. Office of Instructional Resources.

Pub Date 27 Feb 73

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, College Faculty, *College Instruction, Data Analysis, Effective Teaching, *Evaluation Methods, Feedback, *Program Evaluation, Student Opinion, *Teaching Methods

Functions which the evaluation of instruction are analyzed and described. In order to fulfill each of these functions, a 3 X 3 evaluation matrix incorporating three distinct "levels" of evaluation activity and three sources of evaluation information is proposed. Level 1 data will be summary data for use in campus-wide comparisons. Level 2 data will be less general, and more pointed to specific teaching attributes and classroom activities common to particular teaching units. It will be used for comparative purposes within teaching units, but, more importantly, it will serve to identify problem areas in instruction and courses. Level 3 data will be very specific feedback data aimed at pinpointing reasons for problems identified by the Level 2 evaluation, and helping in correction of such problems. The three sources for this evaluation information will be students, faculty members, and administrators. All three will have inputs into each level of the evaluation matrix. (Author/CK)

UD

ED 078 098 UD 013 557

Jablonsky, Adelaide

School Desegregation: An Annotated Bibliography of Doctoral Dissertations. ERIC-IRCD Doctoral Research Series, Number 2, June 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Contract—OEC-0-9-420088-2327

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Annotated Bibliographies, *Doctoral Theses, Elementary School Students, *Integration Effects, Integration Litigation, *Integration Methods, Integration Studies, Racial Attitudes, *School Integration, Secondary School Students, Self Concept, Student Transportation, Teacher Attitudes, Transfer Programs

The flood of new programs funded under Title I of the 1965 Elementary Secondary Education Act of 1965 provided fertile grounds for doctoral dissertation research on the education of the disadvantaged. Bits and pieces of research throughout the country are entombed in DISSERTATION ABSTRACTS INTERNATIONAL and university libraries. The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series. The first step taken was to do a computerized search of the available tapes of DISSERTATION ABSTRACTS INTERNATIONAL from 1965 to 1969 employing the following special descriptions: black, Puerto Rican, inner city, ghetto, Negro, disadvantaged; and others. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged. A hand search was then conducted for documents appearing in the January 1970 to June 1972 volumes to bring the collection as up to date as

was possible at that time. Each collection is organized in the following way. Documents are first under main topics. Under the main headings abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name or author. (Author/JM)

ED 078 099 UD 013 563

Texley, Lloyd C. Kalinski, Raymond
Individualized Study Center—Junior High. Funded by ESEA Title I. Program Number 93.
Omaha Public Schools, Nebr.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Individualized Instruction, Intervention, *Junior High School Students, Program Evaluation, Pupil Personnel Services, Secondary Education, Student Adjustment, Student Problems, *Student Rehabilitation, *Study Centers, Study Facilities

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Nebraska, Omaha

The objectives of the Individualized Study Center Program, funded under Title I of the 1965 Elementary Secondary Education Act, were as follows: (1) provide an environment which is designed to lead to wholesome personal and social adjustments; (2) provide an educational environment in which, under the guidance of understanding teachers, the student can participate in educational experiences and activities which produce the learning he needs, either for continued education in a present school operation or for the world of work; (3) provide guidance and motivation for the student, through self-knowledge and self-understanding to modify his behavior in socially acceptable ways; (4) provide a setting in which the student is encouraged to seek the assistance necessary for him to discover ways to compensate for inadequacies in his personal life; (5) provide the basic framework for establishing programs in basic education and introduce vocational skill development to broaden each student's educational and/or vocational horizons; and, (6) provide opportunities for the student to develop the motivation, desire, and attitudes which will make it possible for him to return to his home school at the earliest practical time. The junior high individualized study center includes two large rooms providing space for the open concept teaching environment. [Pages 32, 32a, and 32b of the Appendix have been deleted from this document for copyright reasons.] (Authors/JM)

ED 078 100 UD 013 589

Vivona, Carol And Others

[Pupil Performance in the Elementary Schools of Atlanta, Ga.] Research and Development Report, Volume 6, Numbers 15, 16, and 19, December 1972, March 1973.

Atlanta Public Schools, Ga.

Pub Date Mar 73

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Programs, Educational Diagnosis, *Elementary Education, Experimental Curriculum, Individualized Instruction, Inservice Teacher Education, *Longitudinal Studies, Mathematics Instruction, Paraprofessional School Personnel, *Program Evaluation, Reading Instruction, Team Teaching

Identifiers—Comprehensive Instruction Program, Elementary Secondary Education Act Title I, ESEA Title I, *Georgia

Since a large number of the pupils at each of the three schools examined in this document had shown a need for compensatory services, they were classified as Title I schools and thus were qualified to receive supplementary funds and additional personnel through Title I, 1965 Elementary and Secondary Education Act grant allocations. In addition, instructional assistance was available through the local Comprehensive Instructional Program to assist the faculties in implementing their programs. The nongraded instructional program at Reynolds School, incorporating the team teaching concept, was developed specifically to attempt to meet the identified needs of the pupil population. The Robinson School program was directed toward developing and improving the reading skills of the

pupils in the elementary grades. A secondary focus was a new experimental approach toward individualizing mathematics. At C.W. Hill School seeking approaches to raise the performance levels of the pupils was a major concern of the staff. Based on the rationale that early development of basic reading skills is very important to future success, grades one through three were chosen for indepth study. Special emphases were also placed on the lowest achievers since special activities in reading were planned to improve their performance. (Author/JM)

ED 078 101 UD 013 590

Kilbane, Marian Fleming, Margaret
Production Workshop Project, DPPE, 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Sep 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, *Disadvantaged Youth, Drama Workshops, *Dropout Prevention, Industrial Arts, *Junior High School Students, Paraprofessional School Personnel, Program Evaluation, Small Classes, *Student Rehabilitation, Teacher Aides, Theater Arts, Urban Education, Vocational Education

Identifiers—*Ohio

The Production Workshop Project was designed to promote the educational rehabilitation of selected ninth-grade students. Programs in block-scheduled academic instruction were integrated with vocational training in a Production Workshop setting. The 1971-72 Project activities served a total of 243 students—117 boys and 126 girls. Approximately 68 percent of these participants remained in the project for the entire school year. Project operations integrated changes in both the content and the organization of instruction. A key element was the involvement of students in production-oriented workshops. Work experiences for girls were developed in a combination food-and clothing laboratory. Work experience for boys utilized an industrial arts shop with modifications in equipment and materials. As a motivating element, participants in the project received 50 cents per hour for one hour per day for the work done in the project workshop. The total amount per pupil was \$2.50 per week, approximately \$45.00 for the semester. Class sizes were reduced with a maximum enrollment of 20 students per project class. In order to provide close supervision and individualized attention, a teacher's aide divided his time between the class of boys and the class of girls in each of the five schools. Academic instruction was integrated in a four-period block. (Author/JM)

ED 078 102 UD 013 591

Kilbane, Marian Fleming, Margaret

Title I Transition Classes, Fund 58-083, 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Nov 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Family School Relationship, *Junior High School Students, Mathematics Instruction, *Program Evaluation, Reading Instruction, Self Contained Classrooms, Small Classes, *Student Adjustment, Student Attitudes, Team Teaching

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

The Elementary Secondary Education Act of 1965 Title I Transition Classes were designed to establish a more stable yet flexible learning environment specifically adapted to the adjustment needs of selected disadvantaged pupils in the initial year of junior high school. Unique dimensions of the project included self-contained classes, teacher-team instructional approach, modified core curriculum, block scheduling, reduced class size and home visitation. With the close of the 1971-72 school year, the Transition Project completed its sixth year of operation. The 13 public schools and two non-public schools involved in the 1971-72 program represented a range of from one to six years of project participation, with four of the schools participating continuously since the project began in September, 1966. The 1971-72 project operation

served a total of 1272 students enrolled in seventh grade. Approximately 71 percent of these students remained in Transition Classes for the entire school year. Among the stated objectives of the project were included the following: (1) to attain gains in reading significantly greater than gains expected (based on initial rate of progress); (2) to attain gains in arithmetic significantly greater than gains expected; and, (3) to improve basic communication skills of students. (Author/JM)

ED 078 103 UD 013 592

Francies, Hallie Fleming, Margaret

Nutritional Improvement Project, DPPE, Fund 97 Component 4: 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Mar 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Attendance, *Breakfast Programs, Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, *Elementary School Students, Food Service, *Nutrition, *Paraprofessional School Personnel, Program Evaluation, School Attitudes, Student Attitudes, Urban Schools

Identifiers—*Ohio

The objectives of the Nutritional Improvement Project were as follows: children will attend school regularly; children will develop a receptive attitude toward school; children will increase in level of achievement. Cleveland Public Schools for the past four and one-half years have provided breakfast for all elementary pupils attending Title I, 1965 Elementary Secondary Education Act, schools. In 1971-72 school year, approximately 37,000 students in 58 schools were served breakfast every day. All pupils in grades from kindergarten through six in the 58 Title I schools were offered breakfast at the beginning of each school day between 8:40 and 9:00 a.m. Pupils ate breakfast in their classroom with Breakfast Aides servicing four rooms by distributing the food, supervising the collection of all disposables and clearing the classrooms prior to the start of the school day. The Breakfast Aides who were hired from among applicants residing in the school neighborhood, worked an average of three hours per day. For the past five years there has been a continuing trend of lower attendance in Title I and non-Title I schools. However the Title I schools receiving breakfast did not experience as great a decline in attendance between 1967-68 and 1970-71, and in 1971-72 showed a slightly greater gain in attendance than recorded in the near-poverty area elementary schools. (Author/JM)

ED 078 104 UD 013 593

Halasa, Ofelia Fleming, Margaret

School Camping Program, Disadvantaged Pupil Program Fund, Fund Number 97-8: 1971-1972 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Mar 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, *Classroom Environment, *Compensatory Education Programs, *Day Camp Programs, Disadvantaged Youth, Elementary School Students, Problem Solving, Program Evaluation, Racial Attitudes, Skill Development, Social Attitudes, Social Development, *Summer Programs, Urban Education

Identifiers—*Ohio

The Disadvantaged Pupil Program Fund School Camping Program represented local educational efforts for the sixth consecutive year to extend classroom learning experiences into the natural environment. The Project sponsored a five-day long resident school-oriented camping program which attempted to offer an integrated balance of typical learning experiences and the natural phenomena which exist in the real world. In addition, it provided unique experiences of learning how to live with one another, of developing attitudes and skills for problem-solving, developing understanding and tolerance of others, etc. The School Camping Program served a total of 3,010 fifth and sixth grade pupils from 53 Title I, 1965 Elementary Secondary Education Act schools during the 1971-72 school year. Ninety teachers were involved in the Project as they accompanied

their respective homeroom classes to the program. Approximately 120 pupils and four teachers from three schools, representing varied geographical locations attended the Project weekly. The program of instruction and the curriculum at the Project were structured in such a manner that it would extend typical school-associated learnings. Activities were included to enhance language and reading, social studies, mathematics, and science skills. (Author/JM)

ED 078 105 UD 013 594

Halasa, Ofelia Fleming, Margaret
English-As-A-Second Language Bilingual Component. Title I Fund, Fund Number 58-5: 1971-1972 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Dec 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biculturalism, *Bilingual Education, *Bilingualism, Compensatory Education Programs, Disadvantaged Youth, Elementary School Students, *English (Second Language), Federal Programs, Inner City, Parochial Schools, Program Evaluation, *Spanish Speaking, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

The Bilingual Component of English-As-A-Second Language Project, funded under Title I of the 1965 Elementary Secondary Education Act, represents local educational pilot efforts to demonstrate the utilization of the Spanish language and culture as a leverage for adjustment and achievement, rather than as a barrier, in the process of acclimation to a different culture. The goal of the Bilingual Program is to enable the natural bilingual children to grow up speaking both good Spanish and good English and to develop positive attitudes toward bilingualism and biculturalism. The project served a total of approximately 35 primary school age children. Average daily membership was estimated at 32 children. These children represented six public and one parochial schools. Based on questionnaire responses, interviews, and periodic on-site observations, the evaluation report attempts to respond to the following questions: To what degree were the process objectives implemented? What were the opinions of school personnel and program staff relative to the project? Were there differences in basic reading and math skills between bilingual participants and comparable control groups? (Author/JM)

ED 078 106 UD 013 595

Halasa, Ofelia Fleming, Margaret
English-As-A-Second Language Project. Title I Fund, Fund Number 58-5: 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Dec 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Bilingual Students, Class Size, Compensatory Education Programs, Disadvantaged Youth, *Elementary School Students, *English (Second Language), Federal Programs, Parochial Schools, *Program Evaluation, Student Grouping, Tutorial Programs, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

The 1971-72 Title I, 1965 Elementary Secondary Education Act, English-As-A-Second Language Project represented local educational efforts for the sixth consecutive year to provide services which would alleviate language, social, and cultural problems of elementary school age second-language learners. The goal of the project was to provide a specialized program of instruction directed at helping non-English speaking elementary school children acquire some level of proficiency in the use of the English language as well as in helping them adjust to the immediate environment. During the 1971-72 school year, the project served a total of approximately 620 pupils in 12 public and one parochial elementary schools. The process objectives included the following: (1) assignment of an English-As-A-Second Language team which consists of an English-As-A-Second Language teacher, a teacher assistant, and a tutor to schools will be based on concentration of non-English speaking students; (2) a maximum of 15 pupils will be assigned to

any one class session where duration per session may vary from one hour to 20 minutes based on the proficiency level of the group; follow-up tutoring sessions are from one half and hour to one hour; and, (3) pupils will be grouped according to needs in oral English and basic reading skills. (Author/JM)

ED 078 107 UD 013 597

Taylor, Derek B. Fleming, Margaret
Resident Tutor Project. Title I Fund, Fund Number 58-7: 1971-72 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Jan 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Compensatory Education Programs, *Cross Age Teaching, Disadvantaged Youth, Elementary School Students, Federal Programs, *Intervention, Program Evaluation, Secondary School Students, Summer Programs, *Tutorial Programs, Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Ohio

The Resident Tutor Project, funded under Title I of the 1965 Elementary Secondary Education Act, was initiated in June 1968, in an effort to prevent skill deficits from progressing to such a point that they are beyond remediation within the relatively short span of a child's school years. The project was designed to provide additional resources to supplement classroom learning experiences through employing college students to tutor elementary and secondary students on a regular weekly schedule. It was hoped that the availability of tutoring service would provide students with the following: immediate tutorial service when learning difficulties become apparent; reinforcement in basic skill areas; opportunity for personal relationships with adults. During the 1971-72 school year, the Resident Tutor Project supplied tutors for 3,538 students in 68 elementary schools and in one junior and one senior high school in the Cleveland Public School system. In addition, 408 students in 21 non-public elementary schools and two non-public senior high schools received project services. During the summer school of 1972, 4,244 students in Grades One through 12 received tutoring service in the Cleveland Public Schools. No non-public schools were served in the summer. (Author/JM)

ED 078 108 UD 013 618

Ehrman, Lee, Ed. And Others
Genetics, Environment, and Behavior: Implications for Educational Policy.

Pub Date 72

Note—242p.

Available from—Academic Press, Inc., 111 Fifth Avenue, New York, N.Y. 10003 (\$13.50)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Behavior Patterns, Biological Sciences, *Educational Policy, *Environmental Influences, Evolution, *Genetics, Heredity, *Intelligence Factors, Policy Formation, Prenatal Influences, Research Methodology, Research Needs, Research Utilization, Statistical Analysis

The contents of this book, which presents the fruits of one of a series of conferences organized by the National Research Council Committee on Basic Research in Education, includes 12 papers, with discussion and comments: "Introductory Remarks," Ernst W. Caspari; "Quantitative Aspects of Genetics and Environment in the Determination of Behavior," J.C. DeFries; "Qualitative Aspects of Genetics and Environment in the Determination of Behavior," Claudine Petit; "Genetic Determination of Behavior (Animal)," Gerald E. McClearn; "Genetic Determination of Behavior (Mice and Men)," P.A. Parsons; "Human Behavior Adaptations: Speculations on their Genesis," I.I. Gottesman and L.I. Heston; "Biochemical Genetics and the Evolution of Human Behavior," Gilbert S. Omenn and Arno G. Motulsky; "Gene-Environment Interactions and the Variability of Behavior," L. Erlenmeyer-Kimling; "The Meaning of the Cryptanthropism," E. Tobach; "Human Behavioral Genetics," N.E. Morton; "The Future of Human Behavior Genetics," S.G. Vandenberg; and, "Comments on School Effects, Gene-Environment Covariance, and the Heritability of Intelligence," Bruce K. Eckland. (JM)

ED 078 109 UD 013 619

Kahn, Ruth Goodman, Harvey
Successful Adaptations of Group Therapy Techniques in the Treatment of Socially and Economically Deprived Mothers of School Children.

American Orthopsychiatric Association, New York, N.Y.

Pub Date May 73

Note—27p.; Paper presented at the American Orthopsychiatric Association annual meeting, May 29-June 1, 1973, New York, N.Y.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economically Disadvantaged, Elementary School Students, *Group Therapy, Inner City, *Mothers, Parent Child Relationship, Psychological Services, Puerto Ricans, *School Social Workers, Socially Deviant Behavior, *Socially Disadvantaged, Socially Maladjusted, Social Problems, Therapeutic Environment

Identifiers—New York

This paper presents a series of modifications in technique and procedure in the general area of group therapy developed to meet the needs of a unique client group. The varied material brought together here are derived essentially from the study of a group of mothers formed by the leader in January 1971, after some two years of experience with a fairly typical Puerto Rican mothers group in a school on the elementary level in East Harlem. Such aspects as the length of sessions, media of communication, initial group and individual resistance for economic, social, and/or cultural reasons, and planful use of the therapist's feelings toward client movement from insight to change, as well as the manipulation of certain environmental factors, are considered in this study. Among the features which most strikingly differentiated the group of mothers studied from any privately composed group were the lack of selectivity of members based on screening for diagnosis and the inherent limitations set thereby on range, balance, and preconsideration of likely group dynamics, since all members, generally of depressed social and economic means, had to have young children with behavior and/or learning problems, and only the most disturbed of those who volunteered might be kept out of the group. (Author/JM)

ED 078 110 UD 013 643

Lawton, Stephen B. Curtner, Gregory L.
Black Schools, White Schools: A Descriptive Analysis of School Attendance Patterns in Detroit.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.

Spons. Agency—Detroit Board of Education, Mich.

Pub Date Jun 72

Note—96p.

Available from—Ontario Inst. for Studies in Education, 252 Bloor St. W., Toronto 5, Ontario (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance Patterns, Educational Resources, Enrollment Projections, Racial Integration, Resource Allocations, School Demography, School Integration, School Segregation, School Statistics, Statistical Analysis, *Student Distribution, *Teacher Distribution, Urban Population, *Urban Schools

Identifiers—*Michigan

This study has four major objectives. They are: (1) to describe Detroit's population and school enrollment trends as they have occurred in the past and as they are likely to occur in the future; (2) to describe the extent of segregation of students by race in Detroit's public schools throughout the past decade; (3) to describe the extent of segregation of instructional personnel by race in Detroit's public schools throughout the past decade; and, (4) to analyze the relationship between teaching staff quality and the racial composition in Detroit's schools during the 1970-71 school year. Chapter two describes an index developed for measuring residential segregation which has been adapted for use as a measure of school segregation. Chapter three presents population data for Detroit over the past 70 years. Changes in the numbers of students and faculty of different races between 1960 and 1970 are presented. Chapter four describes the index of dissimilarity values for students on an annual basis from 1960 to 1970. Chapter five repeats the description in Chapter four, with instructional

personnel as subjects. Chapter six analyzes the distribution of instructional resources to schools according to the racial composition of their student bodies. Chapter seven concludes the report with a summary of findings and a brief evaluation of Detroit's progress toward desegregation. (Author/JM)

ED 078 111 UD 013 644
[Pupil Performance in Elementary Schools of Atlanta, Georgia.] Research and Development Report, Volume 6, Numbers 20-23, 28-29, 31-32, 40-41, and 46.

Atlanta Public Schools, Ga.

Pub Date 73

Note—338p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Achievement, Compensatory Education Programs, Disadvantaged Youth, *Elementary Schools, *Elementary School Students, Paraprofessional School Personnel, Program Evaluation, Remedial Instruction, Suburban Schools, *Urban Schools
Identifiers—Comprehensive Instructional Program, Elementary Secondary Education Act Title I, ESEA Title I, *Georgia, Model Cities

Nine of the 11 elementary schools had supportive programs funded under Title I of the 1965 Elementary Secondary Education. Title I programs typically entailed the employment of additional teachers and paraprofessional school personnel. One school participated in the Education Professions Development Act project, a cooperative effort between the Atlanta Public School System and Atlanta University. One school employed two college students to work with teachers of the second and third grades to provide reading activities for educationally deprived pupils; this was funded as a part of Project Concern. Ten schools participated in the Comprehensive Instructional Program, a locally funded program focusing on the area of reading in grades one through three and on math in grades four through six. Two schools participated in the Emergency School Assistance Program, which focused on the improvement of educational opportunities in mathematics in the lower one-third in achievement and in improving community relationship. One school participated in the Instructional Assistance Program. Seven schools participated in the Career Opportunities Program, a training program for selected paraprofessionals. Six schools participated in the Model Cities Educational Component. One school participated in the Teacher Corps program. (JM)

ED 078 112 UD 013 645
Keyes et al. v. School District No. 1, Denver, Colorado, et al. Supreme Court of the United States; Syllabus; Slip Opinion. Argued October 12, 1972—Decided June 21, 1973.

Supreme Court of the U. S., Washington, D.C.

Pub Date 21 Jun 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, Defacto Segregation, Dejure Segregation, Educational Opportunities, Equal Education, Inner City, *Integration Litigation, Integration Studies, *Neighborhood School Policy, Racial Integration, *School Integration, School Segregation, *Supreme Court Litigation, Urban Schools

Identifiers—*Colorado

Petitioners sought desegregation of the Park Hill area schools in Denver, and, upon securing an order of the District Court directing that relief, expanded their suit to secure desegregation of the remaining schools of the Denver school district, particularly those in the core city area. The District Court denied the further relief, holding that the deliberate racial segregation of the Park Hill Schools did not prove a like segregation policy addressed specifically to the core city schools and requiring petitioners to prove de jure segregation for each area that they sought to have desegregated. The court nevertheless found that the segregated core city schools were educationally inferior to "white" schools elsewhere in the district and ordered the respondents to provide substantially equal facilities for those schools. This latter relief was reversed by the Court of Appeals. The Supreme Court held that: (1) the District Court, for purposes of defining a "segregated" core city school, erred in not placing Negroes and Hispanics in the same category and (2) the courts below did not apply the correct legal standard in dealing with petitioners'

contention that respondent School Board had the policy of deliberately segregating the core city schools. ["Elementary School Boundaries, September 1967," a map of School District No. 1, has been deleted from this document due to poor reproducibility.] (Author/JM)

ED 078 113 UD 013 646
La Noue, George R. Smith, Bruce L. R.

The Politics of School Decentralization. Lexington Books Politics of Education Series.

Center for Urban Education, New York, N.Y.; Columbia Univ., New York, N.Y. Horace Mann - Lincoln Inst. for School Experimentation.

Pub Date 73

Note—291p.

Available from—D.C. Heath & Co., 285 Columbus Avenue, Boston, Mass. 02116 (\$10.00)

Document Not Available from EDRS.

Descriptors—Community Control, *Decentralization, *Educational Policy, Policy Formation, *Political Issues, *Public Policy, School Community Relationship, School District Autonomy, Social Factors, *Urban Education
Identifiers—California, District of Columbia, Michigan, Missouri, New York

This study sought to provide an empirical base for a theoretical and public policy analysis of the decentralization movement in urban education. This research includes an analysis of a large number of cities for which comparative demographic and political data could be found or developed as well as a manageable number of case studies. Questionnaires were sent out to each of the 29 cities with populations over 500,000 to discover the places in which decentralization was an issue. During the summer of 1969, field research was conducted in nine cities to narrow the field to a more manageable five. Finally, factors of diversity of decentralization patterns, geographical balance, and ease of access to key actors led the authors to choose St. Louis, Washington, Los Angeles, Detroit, and New York. In researching the case studies, although most interviews were unstructured, a common set of questions for every city was used to facilitate generalization. The key questions follow: Who are the new decentralization activists? How has the decentralization movement affected the more traditional participants in public school politics? How are decentralized boundaries being drawn? What is the impact of decentralization on school personnel practices? How much does decentralization cost? Who should pay? What is the effect of decentralization on providing services and educational achievement? (Author/JM)

ED 078 114 UD 013 647
"Walk Together Children." A Report of the Iowa State Committee to the U.S. Commission on Civil Rights on Housing and Education in Waterloo, Iowa.

Iowa State Committee to the U.S. Commission on Civil Rights, Des Moines.

Pub Date 22 May 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights, *Educational Opportunities, Educational Problems, Equal Education, *Housing Discrimination, Housing Needs, Housing Opportunities, Minority Groups, Negro Education, Negro Housing, Racial Discrimination, Relevance (Education), *School Integration, Urban Schools

Identifiers—*Iowa

Equal education and open housing have become issues of an increasingly serious concern throughout the Nation. American communities are beset by the complexity of those interrelated problems that inexorably indicate inequality for minority citizens. In response to this, the Iowa State Committee to the U.S. Commission on Civil Rights held a closed meeting to investigate the problems of Waterloo, Iowa. It was felt that this investigation would clarify and perhaps present solutions not only for the serious situation in Waterloo, but for similar communities throughout the country. Waterloo is a medium-size conservative midwestern city with the second largest black population in Iowa. Its black population is strong, with a diversity of income, power, and ability. The advantage, however, remains with the established system which can, by the release or suppression of crucial information, frustrate the efforts of volunteer groups seeking to alleviate the status quo. Waterloo citizens reported that

the city's supply of safe, sanitary housing is inadequate. This is especially true for the poor and minorities. The urban renewal figures, which indicate that more than 50 percent of Waterloo's black population lives in substandard housing, reflect this. Studies of the Waterloo schools indicate a reluctance on the part of the system to provide an adequate and equal education for the black students in the community. This failure to confront and correct an obvious problem inevitably adds to the city's racial strife. (Author/JM)

ED 078 115 UD 013 648
Marland, S. P., Jr.

Career Education and the Minorities.

Pub Date 1 Feb 73

Note—14p.; Speech before a national conference on "Career Education: Implication for Minorities," Sheraton-Park Hotel, Washington, D.C., February 1, 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Needs, Educational Objectives, *Educational Planning, *Educational Policy, Employment Qualifications, Higher Education, Manpower Utilization, *Minority Groups, Negro Education, Occupational Guidance, Policy Formation, Post Secondary Education, *Public Policy, Vocational Adjustment

Career education has two goals: first, that every person shall leave secondary school able to get employment of interest, of importance, and most important—with good potential for advancement in every sense; second, that those who choose will be able to go on to some form of postsecondary education, whether a community or junior college, a two-year technical institute, a four-year institution, or professional graduate studies. Career education will, for the first time, give young people a sense of control over their own destiny, give them a chance to shape their own lives in systematic ways, and give them sufficient solid information and experience to make it work. Occupational inequality is spread across the population: career education is needed for every American, whatever his or her color, native language, age or location. It is needed in particular for the 2.5 million young people who spill out of our high schools and colleges every year unskilled and uneducated, prepared only to disappear into our broadening, deepening pool of the unemployed, the underemployed, and the disillusioned. In a society such as ours, which prizes and rewards skill and competence above all else, there is simply no need—and no room—for the unskilled and the incompetent, whatever color they happen to be. A properly designed, well financed program of career education can turn this situation around. (Author/JM)

ED 078 116 UD 013 649
Overlan, S. Francis And Others

[Papers Presented at the National Equal Education Institute, St. Louis, Missouri, March 1973.]

Pub Date Mar 73

Note—124p.; Papers presented at the National Equal Educational Institute, St. Louis, Mo., March 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, American Indians, *Bilingual Education, Educational Change, Education Vouchers, *Equal Education, *Inservice Teacher Education, Integration Methods, Mexican Americans, *Parent Participation, Program Evaluation, Puerto Ricans, Pupil Personnel Services, *School Integration, Student Grouping

Contents include the following papers: (1) "Vouching for School Desegregation," a discussion of the "regulated compensatory voucher plan" proposed by the Center for the Study of Public Policy (a private non-profit research group in Cambridge, Massachusetts) in 1969; (2) "Parental Involvement in the Desegregated School," Vincent J. Villa; (3) "Grouping for Instruction," Warren G. Findley; (4) "Puerto Ricans and Education," a report prepared by the Puerto Rican Congress; (5) "Evaluating Integrated Education," a report on the procedures developed by the Western Regional School Desegregation Projects, University of California at Riverside; (6) "Teacher In-Service Training in a Desegregated School Setting," Barbara Love; (7) "The Role of Black Curriculum in a Desegregated School Setting," B. Love; (8) "It Takes More Than the Administrator," Robert

Jimenez; (9) "Organizing Techniques and Principles for Change," Frederick Ahearn; (10) "Pupil Personnel Services in a Desegregated School Setting," Robert V. Guthrie; (11) "Training Teachers for Bilingual-Bicultural Programs," Education/Instruction, Inc.; (12) "Native Americans, Curriculum Revision, and Desegregation," Jack D. Forbes; (13) "Toward a Chicano Curriculum;" (14) "A Position Paper on Community Organization in A Desegregated Setting," Southwest Program Development Corp.; (15) "Training Classroom Personnel In Dealing With Bilingual/Bicultural Children;" (16) "Indian Education: Some Alternatives," Andrew P. Lawson. (JM)

ED 078 117 UD 013 650

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, Second Session, Nutrition Education-1972. Part 1--Overview; Consultants' Recommendations, Part 2--Overview; The Federal Programs, Part 2A--Appendix, Washington, D.C., December 6, 1972. Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 6 Dec 72

Note--184p.

Available from--Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Part 1--\$0.50; Part 2--\$0.50; Part 2A--\$0.50; and, Part 1A--\$0.60)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Eating Habits, *Federal Aid, *Federal Programs, Food Standards, *Nutrition, Program Evaluation, *Public Policy

These hearings before the Senate Select Committee on Nutrition and Human Needs are organized in three parts: Part I: "Overview--Consultants' Recommendations," with opening statements by Senators Schweiker and McGovern, followed by the presentations of other witnesses. This section focuses on important nutrition education issues that the committee will undertake in the months ahead. Part II: "Overview--The Federal Programs" details the present and future role of the Federal Government in the area of nutrition education. Part IIA: "Nutrition Education--Appendix"--contained here are miscellaneous articles, tables and charts, and publications relating to USDA. [Part 1A--Appendix, has not been included in this document due to copyright reasons, but is available from the Government Printing Office.] (SB)

ED 078 118 UD 013 651

Nimnicht, Glen P. Johnson, James A., Jr. Beyond "Compensatory Education." A New Approach to Educating Children.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note--227p.

Available from--Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price quoted)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors--*American Indians, Biculturalism, *Compensatory Education, Compensatory Education Programs, Cultural Enrichment, Cultural Pluralism, *Early Childhood Education, Educationally Disadvantaged, Heredity, Mexican Americans, Minority Groups, Negroes, Primary Grades, Socially Disadvantaged, *Socioeconomic Background, Socioeconomic Influences

This book presents a new set of heuristic notions that might be used in designing educational programs for low-income and ethnic-minority children. The authors see no hope for the concept of "compensatory education" as a way of improving the education of disadvantaged children; they hope that this selection of articles will provide a fresh point of view that must be adopted if "American society is to solve some of the pressing educational and social problems it currently faces." (Author/SB)

ED 078 119 UD 013 653

Frelow, Robert D.

The Racial Integration Model and Minority Administrators.

Pub Date Jan 73

Note--12p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Administrative Personnel, *Administrator Role, Bilingual Schools, Classroom Integration, *Educational Change, *Minority Groups, Political Power, *Racial Integration, *School Integration, Social Change

This paper provides a view of the minority administrator's role in desegregated school systems over the past twenty years. It presents a prototypical example of how basically egalitarian principles associated with school desegregation have been misrepresented in practice. A challenge to the system is proposed using coalitions and political power as the primary means of effecting change. (Author)

ED 078 120 UD 013 656

Grigg, Charles M. And Others

Vocational Rehabilitation for Disabled Public Assistance Clients: A Follow up Study of Four Projects.

Florida State Univ., Tallahassee. Inst. for Social Research.

Spons Agency--Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 72

Note--103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Employment Problems, *Employment Programs, Health Services, Income, *Physically Handicapped, *Poverty Programs, Program Evaluation, Rehabilitation Counseling, Rehabilitation Programs, Research Methodology, Social Welfare, Unemployment, *Vocational Rehabilitation, Welfare, *Welfare Recipients

The present report is a follow up study of disabled public assistance clients in four States. It attempts to evaluate the effects of cooperative efforts--between personnel of Vocational Rehabilitation and the Division of Family Services--to intervene in the poverty/dependence cycle of selected disabled welfare applicants and/or recipients. Between the years of 1963 and 1967 the Federal office of Vocational Rehabilitation provided funding for a total of 27 Research and Demonstration projects for the purpose of exploring ways and means for vocationally rehabilitating disabled welfare recipients and/or applicants. The major or primary goal of each project--and this is perhaps worth emphasizing--was to intervene in the poverty/dependence cycle characterizing many recipients of public assistance and, by provision of intensive health and rehabilitative services, to enable them to embark on economically independent and productive careers. Active participation in the country's labor market and consequent independence from public assistance grants were primary project goals--and thus among the primary evaluative criteria of the projects' effects. A second goal of the projects was to complete and analyze project data on the recipients and on the kinds, results, and costs of services provided to them. (Author/JM)

ED 078 121 UD 013 657

Barnes, Jarvis

Profiles of Effectiveness and Acceptability of Reading and Arithmetic Programs, 1971-72. Research and Development Report, Volume 6, Number 18, March 1973.

Atlanta Public Schools, Ga.

Pub Date Mar 73

Note--173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--Academic Achievement, Academic Performance, Cost Effectiveness, Educational Accountability, Educational Diagnosis, *Elementary School Students, *Junior High School Students, *Mathematics Instruction, Performance Factors, *Program Evaluation, *Reading Programs, Teacher Attitudes, Urban Education

Identifiers--Georgia, Metropolitan Achievement Tests

Because of the effects of the various factors which influence pupil growth and development, and because of the innumerable input measures of a program (measures such as people, places, things, and strategies), the need exists to formulate a model for determining effectiveness and acceptability of a program, and, at the same time, to take into consideration the relative extent to which the factors and measures influence pupil

growth and development. This report of pupil performance during the 1971-72 school year represents an application, for the second year, of a model designed to meet this need. The model can be used to identify the relative effectiveness and acceptability of pupil performance in grades two through seven in the Atlanta Public School System. Effectiveness is defined as the degree that a program accomplishes its objectives or its predictions. Acceptability is defined as the level of performance obtained by the pupils in terms of norms or standards. Reading and arithmetic are the two programs incorporated in the profiles. This analysis of achievement in reading comprehension and in arithmetic computation, as measured by the Metropolitan Achievement Tests, focuses attention on pupil accountability, rather than on teacher accountability. (Author/JM)

ED 078 122 UD 013 659

Cloward, Robert And Others

Intensive Rehabilitation Efforts Toward Total Family Members in Two Characteristically Different Model City Areas. Final Report.

Rhode Island State Dept. of Social and Rehabilitative Services, Providence.

Spons Agency--Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 72

Note--48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Behavior Change, Changing Attitudes, *Counseling Programs, Counselor Training, Economic Disadvantage, *Family Counseling, Family Problems, Inner City, Poverty Programs, Program Evaluation, Reinforcement, *Vocational Rehabilitation, *Work Attitudes

Identifiers--Model Cities Program, Rhode Island

This project originally began as a direct result of counselor activities and difficulties in the Model Cities areas. The Providence and Pawtucket Model Cities areas proved to be a source of frustration for the counselors involved due to the multiplicity of problems found there and the inadequacy of the usual Division of Vocational Rehabilitation counselor-client approach to problems. After several meetings with the Model Cities personnel, the format to the present project was conceived, and considered to be the best approach to meet the needs of the residents of the Model Cities areas. This demonstration project was an attempt to determine whether or not an intensive family rehabilitation effort would succeed in Model Cities areas where previous attempts at implementing Vocational Rehabilitation services were not totally successful. Counselors were to work with the family as a group rather than with individual family members. Along with this, counselors were to be trained in Behavior Modification techniques so that they would be the primary source of service for their clients as opposed to the traditional "purveyor" of service approach. Since the project was terminated at an early stage in its implementation, there is no empirical data on which to base judgments of effectiveness. By December 1971, problems of instrumentation and treatment delivery appeared to have been coped with. Counselors were beginning to observe behavioral changes in some of their clients. (Author/JM)

ED 078 123 UD 013 689

James, Margaret A.

The Effect of Reinforcement on the Self-Image and Attitude Toward School of Minority Youngsters. Final Report.

California State Univ., Hayward.

Spons Agency--National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No--BR-1-1-072

Pub Date 30 Jun 73

Contract--OEC-9-72-0026

Note--27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Attitudes, *Behavior Change, Changing Attitudes, Educational Attitudes, High School Students, Junior High Schools, Junior High School Students, *Microteaching, *Minority Group Children, Self Concept, Self Esteem, Self Evaluation, Senior High Schools, *Student Attitudes, *Student Teachers

This investigation attempted to determine whether pre-service teachers who had been

trained through micro-teaching in the skill of using reinforcement could bring about any change in minority youngsters' attitudes about themselves and about school. A panel study was done of twenty-eight pre-service teachers in a team-taught, competency-based program, an extension of a cooperative arrangement between four senior high schools and three junior high schools in Oakland, California and the Teacher Education Department, Secondary, of California State University, Hayward. Fourteen, constituting a group called the "experimental student teachers," were trained during a two-week micro-teaching workshop, during the summer prior to starting the program, in the skill of reinforcement. The remaining fourteen, constituting a group designated as the "control student teachers," did not have this training. All other variables were controlled as much as possible. All student teachers had complete control of one class from the first day in the fall until school closed in June. Each student teacher administered pre and post inventories to the pupils in this class. Mean change scores were computed for each student teacher and a comparison of the two groups indicates that teachers who have been trained to use reinforcement may effect positive changes in their pupils' self-image, but have a negative effect on their pupils' attitude toward school. (Author)

VT

ED 078 124 VT 018 408

Marland, S. P., Jr.
Voices From the Real World.
Pub Date 10 Nov 72

Note—14p.; Presented at the Annual Conference of the Council of the Colleges of Arts and Sciences (Washington, D. C., November 10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, Career Planning, Decision Making Skills, *Educational Change, Educational Programs, *Higher Education, *Post Secondary Education, *School Responsibility, Skill Development, Speeches, Vocational Development

Symptoms of the need for substantial change in post secondary and higher education are evident. Enrollments are down, the dropout rate among first and second year students remain high, and there is the issue of over-qualification. Of even more concern than over-qualification is under-qualification, as evidenced by the 2.5 million young people who leave high schools and colleges each year without marketable skills to enter an economy that increasingly looks toward specific competencies. Young people should be able to leave formal schooling at any level with a solid, marketable skill. The concept of career education is offered as a means of acquainting children in the early grades with the many broad career fields open to them so that they may have the opportunity to explore career fields through their junior high school years and have a career goal by the time they reach high school. Should they elect post secondary education, they must make the eventual transition from high school with definite ideas concerning their careers. Post secondary institutions must increase their adaptability for providing continuity of career education programs for students initiated in high school. (SB)

ED 078 125 VT 018 692

Borcher, Sidney D. Joyner, John W.
Business Data Processing Occupational Performance Survey. Interim Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RD-Ser-88

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—81p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Curriculum Development, *Data Processing Occupations,

Educational Research, Job Analysis, *Occupational Information, *Occupational Surveys, Resource Materials, Task Analysis, *Task Performance, *Vocational Education

This federally funded report provides the results of a task inventory analysis survey for data processing occupations. Presented before completion of the major project so that pertinent occupational data may be available for curriculum developers, instructors, and others involved in planning and conducting vocational and technical programs, this interim report will constitute part of a system for revising and designing curriculums for 1- or 2-year post secondary educational programs in data processing. A task inventory was constructed and validated by means of a literature review and an analysis by five consultants employed in data processing. A random sample of 38 data processing installations yielded usable responses from 406 out of 500 workers sampled by means of interviews and the task inventory. Task performance frequencies, task commonalities, and time allotments were determined. Job descriptions for data processing were validated and an occupational career ladder was found to be clearly indicated from the lowest to the highest job titles. Statistical results are appended. (AG)

ED 078 126 VT 018 693

Borcher, Sidney D. Leiter, Paul B.
Automotive Mechanics Occupational Performance Survey. Interim Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RD-Ser-86

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2-37

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auto Mechanics (Occupation), Curriculum Development, *Job Analysis, *Occupational Surveys, *Task Analysis, Task Performance, Vocational Development, *Vocational Education

The purpose of this federally-funded interim report is to present the results of a task inventory analysis survey of automotive mechanics completed by project staff within the Instructional Systems Design Program at the Center for Vocational and Technical Education. Intended for use in curriculum development for vocational education programs in automotive mechanics, a task inventory with 329 task statements was constructed after a literature review and revised after interviewing four consultants about the appropriateness of each task. A mail survey of 139 independent garage automotive mechanics in Ohio yielded 72 useable responses and 12 new car dealerships returned 66 inventory packets. A task job description and time analysis was validated. It was found that on-the-job (self-learned) training and company-sponsored training were the most frequent sources of job skills development. Sample survey materials are appended. (AG)

ED 078 127 VT 018 715

Burns, William E. Blue, Harold M.

An Appraisal of the First Year and Recommended Activities and Strategies of the National Advisory and Review Committee. Public Service Occupations Curriculum Project.

California State Dept. of Education, Sacramento. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Grant—OEG-0-71-4780(357)

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Comprehensive Programs, *Curriculum Development, *Curriculum Research, *Human Services, Occupations, Program Administration, Program Content, Program Evaluation, Program Planning, *Public Service Occupations, Research Projects, Vocational Education

Career Education has recently emerged as a dominant theme in American Education, with its

main thrust to prepare all students for a successful life of work by increasing vocational options and enhancing skill development. This report is one of a series developed to assist educators and administrators charged with the task of coordinating these programs. It summarizes the accomplishments of a national project to design a curriculum and implement career education programs in public serviced occupations, and it offers recommendations of successful strategies and activities to use in the implementation of such programs. Activities and accomplishments of the project effort included: (1) a national search for exemplary public-service programs and instructional materials, (2) development of teacher guides for the exploratory and preparation phase of the public-service occupation cluster, (3) limited pilot testing of one of the guides, (4) involvement of several hundred people from more than 20 states in the curriculum development process, and (5) establishment of liaison channels with over 80 organizations and groups. An earlier document describing the previous year's accomplishments is available as ED 062 526. (Author/SN)

ED 078 128 VT 018 973

Handbook for the ACT Career Planning Program.
American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Mar 72

Note—124p.; 1972 Edition

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Choice, *Career Education, *Career Planning, Decision Making, Educational Planning, *Guidance Programs, Guidance Services, Instrumentation, Norms, Occupational Guidance, *Post Secondary Education, Reliability, Validity, *Vocational Counseling, Vocational Interests

Identifiers—ACT, *American College Testing Program

Prepared by the Research and Development Division of the American College Testing (ACT) Program, this handbook contains information pertaining to the ACT Career Planning Program, a guidance program for students considering and entering post-high school career education programs. The primary instrument of the Career Planning Program is a Career Planning Profile (CPP) which students complete prior to entering post-high school education. This instrument consists of a vocational interest profile, eight ability measures, and student information regarding career decisions and educational planning. Most of the information in this handbook concerns the CPP and includes: (1) a discussion of the construction, content, and norming of the CPP. (2) information about the reliability and intercorrelation of CPP measures and their relationship to other similar measures, and (3) evidence of the criterion-related validity of CPP scales, including the effectiveness of the CPP in predicting student performance and in differentiating educational programs. General, program cluster, and special subgroup norms plus a listing of institutions administering the CPP during the norming period are appended. (SB)

ED 078 129 VT 019 096

McCracken, J. David

Information Needs of State Directors of Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R&D-Ser-83

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—103p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Problems, Educational Problems, *Information Needs, Information Seeking, *Information Sources, Information Systems, *Information Utilization, Research Needs, Social Problems, State Departments of Education, *Vocational Directors

To identify the critical problems of state directors of vocational education and the information sources utilized by them, data were collected by mail questionnaire and a series of

telephone interviews with a stratified random sample of 15 state directors. Analysis of the data with respect to major problems, methods used to seek information, sources used to provide information, and criteria for information source utilization revealed that: (1) Major problems related to finance and administrative leadership, particularly program planning, staff, administrative organization, and decision-making, (2) Few problems related to teachers, instruction, or social issues, (3) State directors were more likely to seek information through personal contacts than by searching literature, (4) Information agencies were seldom used, (5) The preferred source of information was raw or treated data followed by expert opinion, (6) Reports and pamphlets were utilized almost to the exclusion of bibliographies, books, guides, indexes, and periodicals, and (7) Printed materials were generally selected because of the type and/or form of the information. Recommendations are included and areas of further research are identified. (SB)

ED 078 130 VT 019 646

Edsall, Richard H.

A Guide for Local Program Evaluation. Information Series No. 73.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—16p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Evaluation Methods, Evaluation Techniques, *Guides, *Program Evaluation, Technical Education, *Vocational Education

Designed to aid educators in organizing and conducting evaluation programs for local vocational and technical education, this pamphlet discusses ten steps on guidelines to be used in the procedures. In the order of their use, they are: (1) contacting the state vocational education department, (2) deciding how much to evaluate, (3) selecting the evaluating team, (4) deciding what to evaluate, (5) orientating the evaluation team, (6) providing materials for the evaluation team, (7) collecting and recording information, (8) reporting the results, (9) utilizing the results, and (10) writing the followup report to the evaluation team. Selected references provide a more in-depth treatment of the subject. (Author/SN)

ED 078 131 VT 019 768

McMillan, Walter E.

Guide for Establishing a System-Wide Job Placement Program. Contemporary Curriculum for Career Development Series.

Knox County Schools, Knoxville, Tenn.

Pub Date 72

Note—62p.

Available from—Knox County Department of Public Instruction, Knoxville, Tennessee (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Career Education, Guidance Services, *Job Placement, *Program Development, *Program Evaluation, *Program Guides, *Program Planning, Vocational Counseling Identifiers—Knox County Schools, *Program Implementation

A well-planned job placement program is an essential function of the total career education program of a school. This guide is intended to assist administrators guidance counselors, and vocational educators in identifying substantive problems connected with establishing a job placement program. Included in the guide is a discussion of job placement, along with the objectives of a job placement program and information for determining the need for a job placement program, planning and implementing a program, and evaluating the program. A brief description of a Knox County (Tennessee) job placement program and sample job placement materials are appended. (SB)

ED 078 132 VT 019 926

Approaches to Individualized Instruction.

New York State Education Dept., Albany. Bureau of Business and Distributive Education.

Report No—Bull-194

Pub Date Jun 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Career Education, *Individualized Instruction, Instructional Improvement, *Instructional Materials, Instructional Technology, Research Reviews (Publications), Resource Guides, Secondary Grades, *Teaching Methods

With the focus now on career education as a catalyst for producing self-sufficient and personally self-fulfilled human beings, efforts are being made to develop teaching techniques which will produce effective learning in the great percentage of the student body enrolled. This document explores some of the more widely used approaches to individualizing instruction in business education in secondary schools. These approaches are: (1) the systems approach, (2) mini-approach (using learning packets), (3) flexible-scheduling approach, (4) learning activity-centered approach, (5) quantitative-timing approach (used in teaching typing), (6) independent study, (7) self-paced instructional approach, (8) team-teaching approach, (9) problem-centered approach, (10) accelerated-program approach, and (11) integrated-activity approach. In addition, five recent research studies of special interest to business education teachers are summarized. Significant issues in program development in New York State and a variety of instructional materials appropriate for use in business education classes are included. (SN)

ED 078 133

VT 019 995

Lockette, Rutherford E., Ed.

Industrial Arts in Senior High Schools.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date 73

Note—312p.; 22nd Yearbook

Available from—McKnight Publishing Company, U.S. Route 66 at Towanda Avenue, Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—High School Role, *Industrial Arts, Program Descriptions, *Program Development, School Responsibility, Secondary Grades, *Senior High Schools, *Social Factors, *Yearbooks

The articles in this 22nd handbook examine the contributions of industrial arts to high school youth and attempt to place industrial arts in perspective by showing the relationships between the social order and the high school in general, with special emphasis on high school industrial arts programs. Sections of the handbook contain articles which discuss: (1) the forces at work in this country and the world which have implications for the design of educational programs, (2) the role of the American public school within the total framework of the educational institution, (3) several educators' views of the role of industrial arts in the senior high school, and (4) industrial arts programs, their contributions to the role of the American public school, and their cognizance of the societal forces to which the schools should respond. (SB)

ED 078 134

VT 020 025

Parks, Darrell L.

Local Vocational and Technical Education Supervision. Information Series No. 74.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Class Management, Instructional Staff, *Program Administration, Program Evaluation, *Program Improvement, Public Relations, Student Evaluation, *Supervisors, *Supervisory Activities, Technical Education, *Vocational Education

This publication is designed to assist local supervisors of vocational and technical education in clarifying their role and function in improving instruction. Major ideas and guidelines are presented in a discussion of: (1) the supervision process, including the role of supervision, four principles of supervision, and supervisory functions, (2) the duties and responsibilities of the supervisor with respect to program administration, classroom management and procedures, instructional staff, instructional media, research, administrative personnel, budget planning, public relations, guidance, and program and student evaluation, and (3) suggestions for evaluating supervisory results. A bibliography is included. (SB)

tional staff, instructional media, research, administrative personnel, budget planning, public relations, guidance, and program and student evaluation, and (3) suggestions for evaluating supervisory results. A bibliography is included. (SB)

ED 078 135

VT 020 109

An Impact Evaluation of the Work Incentive Program, Volume I. Major Conclusions and Findings.

Auerbach Corp., Philadelphia, Pa.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No—AUER-1712-300-FR-2; MEL-73-04a

Pub Date 15 Sep 72

Note—131p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 212 985, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Economically Disadvantaged, *Employment Programs, Federal Programs, Job Placement, Job Training, *Manpower Development, Motivation, Program Effectiveness, *Program Evaluation, Vocational Development Identifiers—AFDC, Aid to Families with Dependent Children, WIN, *Work Incentive Program

This study is one of two containing the findings and summary of an evaluation of the Work Incentive Program (WIN). A national survey, involving 50 projects, the study focuses on three aspects of the program which include: (1) the degree to which the WIN population represents the Aid to Families with Dependent Children (AFDC) population, (2) the degree to which WIN enrollees become economically self-sufficient, and (3) the degree to which the WIN program contributes to the economic self-sufficiency of enrollees. (Author/SN)

ED 078 136

VT 020 139

McCage, Ronald D.

Research and Development Unit (Illinois RCU)

Final Report, July 1, 1971-June 30, 1972.

Illinois Research and Development Coordinating Unit, Springfield.

Report No—RC-325-4273

Pub Date Oct 72

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, Cost Effectiveness, Educational Innovation, *Educational Research, Elementary Grades, Post Secondary Education, Program Development, *Research Coordinating Units, *Research Needs, Research Problems, Research Projects, Secondary Grades, State Boards of Education, *Statewide Planning, *Vocational Education Identifiers—Illinois

Along with 23 other units in various states, the Illinois Research Coordinating Unit (IRCU) has, since its inception, been committed to bringing about innovations in education. This document presents a summarization of the activities and progress of the unit during the 1972 fiscal year as well as the planned research endeavors for 1973. The unit has as its goal, the accomplishment of these four objectives, to: (1) identify and support research and developmental programs which emphasize an articulated and coordinated K-14 system, (2) initiate research activities designed to expedite total planning and decision-making at the state and local level, (3) support research and exemplary activities which formulate models of instruction utilizing contemporary methods of technology, and (4) plan and initiate a system which insures the implementation of significant research and developmental results. The IRCU seeks to expand its efforts in 1973 so as to include more comprehensive research of a significant nature. Recommended priorities for the 1973 year are included. (SN)

ED 078 137

VT 020 142

Bailey, Larry J.

Objectives for Career Education at the Elementary Education Level.

Pub Date 21 Feb 73

Note—25p.; Paper prepared for the Annual Conference of the Business Teacher Education Research Foundation (5th, Chicago, Illinois, February 21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Curriculum Development, *Educational Objectives, Elementary Grades, Integrated Curriculum,

*Models, Research Reviews (Publications),
*Vocational Development, Vocational Education

The climate for acceptance of career education has been found to be favorable and widespread. However, serious theoretical questions remain and many operational problems persist. The ultimate acceptance of career education is related to the degree to which curriculum developers can articulate and validate the behavioral outcomes of career education programs. The aim of career education is to develop an individual who can achieve a meaningful career existence in which his individuality functions for both personal and common good. Thus, long-range curriculum goals are directed to the development of competencies and/or attitudes which will be useful in situations that may not now be predictable. Primary sources of data for conceptualizing a model for career education are the construct of career development and the foundations of vocational education. Included in this paper is a description and discussion of a curriculum model designed to facilitate career development at the K-6 level. The model is an outline for a school-based approach to career education, which is differentiated into four developmental stages with corresponding subprocesses for Grades K-12. The goals and rationale for the awareness and accommodation stages at the elementary level are described and are accompanied by a listing of integrated objectives. (SB)

ED 078 138 VT 020 152
Kemp, Bryan J. Moriaki, Sharon Y.

The Influence of Psychosocial Factors on the Success of Disabled Persons in Different Vocational Education Settings. Final Project Report.

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—California State Dept. of Education, Sacramento, Vocational Education Services.

Pub Date Dec 72

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, Emotional Adjustment, *Handicapped, Job Training, Post Secondary Education, *Success Factors, *Vocational Adjustment, *Vocational Education, Vocational Followup, Work Attitudes, Work Experience Programs

This study was conducted to delineate some of the characteristics of disabled clients which contribute significantly to success in vocational programs. The performance of disabled persons in three types of vocational settings (college, skill training, and work evaluation/work experience samples) was examined to determine if the factors contributing to objective measures of success varied as a function of the program demands or the client/student's initial abilities. An additional part of the project was devoted to a follow-up of clients who had been placed in employment in order to gauge their long-term stability and factors which potentially relate to their maintenance of employment. The 82 subjects were interviewed and observed in their programs and assessments were made of their: (1) work assets, (2) goals, (3) disability, (4) degree of interpersonal support from family and friends, (5) attitude toward disability, (6) interpersonal dominance, (7) locus of control, (8) ability to manage others, and (9) performance in the vocational setting. The overall results were interpreted to mean that success for disabled persons is determined by different factors over the long process of vocational readiness. Criteria of success early in training are advancement to better training, and this requires job skills and a positive attitude toward work. However, later success requires the additional factor of emotional stability. (SB)

ED 078 139 VT 020 163
Markowitz, Edward A. And Others

A Feasibility Study of a Computer-Based Manpower Information System for the Construction Industry.

Massachusetts Inst. of Tech., Cambridge.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-71-25-71-01-1

Pub Date 2 Jan 73

Note—66p.; Project of MIT-Harvard Joint Center for Urban Studies

Available from—National Technical Information Service, Springfield, VA 22151 (PB 214 104, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, *Construction Industry, Economic Change, Employment Projections, Feasibility Studies, *Information Systems, Job Placement, *Labor Market, Labor Unions, *Manpower Utilization, Occupational Information, Recordkeeping, Systems Development

The result of a Presidential directive, this study was conducted to determine the feasibility and means for implementing a computer-assisted labor market information system designed to improve information flow in and about the construction industry. Data were collected by means of: (1) extensive research reviews, (2) contact with selected construction personnel, and (3) direct observation of the information flow in several construction centers. Findings revealed that a computer-based system is feasible, but the successful implementation of such a system depends heavily on meeting a number of design and human criteria. (Author/SN)

ED 078 140 VT 020 176
Employee Incentive System for Hospitals.

American Hospital Association, Chicago, Ill.; Community Health Service (DHEW/PHS), Arlington, Va. Div. of Health Resources.

Report No.—DHEW-HSM-72-6705

Pub Date 72

Note—53p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 20 2552:IN2, \$6.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, Employees, *Health Personnel, Health Services, *Hospitals, *Incentive Systems, Medical Services, Motivation, *Program Development, Program Evaluation, Work Environment

The purpose of this monograph is to discuss employee incentive plans with a potential for cost containment in order to assist hospitals in providing efficient and effective delivery of health care. Based on an examination of employee incentive systems both in and outside the health care field, the information is intended to aid the administrative team in decisions associated with: (1) deciding whether an incentive program is desirable, (2) selecting the appropriate incentive system, (3) modifying the program to fit the specific institution, and (4) implementing, operating, and evaluating the program. (SB)

ED 078 141 VT 020 212
Wanner, Raymond E.

A French Approach to Career Education. Recent Educational Policy and Legislative Developments Abroad.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-73-19100

Pub Date 73

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01160, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Apprenticeships, *Career Education, Developed Nations, Educational Finance, *Educational Policy, *Federal Legislation, *Foreign Countries, Information Dissemination, Professional Education, *Research Needs, School Industry Relationship, Teacher Qualifications, Technical Education, Vocational Education

Identifiers—*France

In 1971, the French National Assembly adopted new legislation on Technological and continuing education which attempts to bridge the widening gap between classroom and career by extending effective career education to greater members of French citizens. To interest students in technological and vocational education and to dispel the prejudices against it, the new law provides for better dissemination of information about careers in industry, technology, and the crafts. Other provisions of the law: (1) require that equivalencies be established between diplomas in general academic courses and those in programs of technological and vocational education, (2) state that all teachers of general academic subjects are to enjoy the same professional status whether they teach in academic high

schools or technical schools, (3) provide for skilled workers and technicians to receive teaching leave during which they may give courses of instruction, (4) define the role of apprenticeships, (5) provide for career education programs to be offered in two phases—one before students complete formal education and one on a periodic basis after students leave school, and (6) require that industry share a part of the costs of providing programs of continuing professional education. Following the discussion of the legislation are suggested research areas which may be of interest to American educators. (SB)

ED 078 142 VT 020 219
Ramp, Wayne S. Reeder, Ronald C.

An Analysis and Synthesis of State Certification Requirements for Teachers of Secondary Trades and Industries and Post Secondary Trades and Technical Programs.

Southern Illinois Univ., Carbondale. Dept. of Technical and Industrial Education.

Pub Date Oct 70

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Educational Research, Education Courses, Post Secondary Education, Secondary Grades, *State Standards, *Teacher Certification, *Teacher Education, *Technical Education, *Trade and Industrial Education, Vocational Education, Work Experience

To meet the increasing demand for teachers in vocational programs, most states have adopted requirements for certification different from that of teachers of academic subjects. What these qualifications are and how much they vary from state to state is information of much concern to vocational educators. This study sought to identify the differences and similarities in trade and industrial education certification requirements at the secondary and post-secondary level in all of the 50 states and the District of Columbia. Questionnaires were used to obtain the data. Findings revealed that: (1) At both educational levels, the emphasis was upon work experience rather than formal education for the beginning teacher. While some states required some formal education, many required little or no professional teacher training. (2) Post-secondary teacher qualification was patterned after requirements for secondary teachers in most states; however, in post-secondary technical programs, technical knowledge took precedence over years of job experience in many states. Teacher qualification requirements at the post-secondary level were generally less specific than secondary requirements, possibly to allow more latitude in teacher recruitment and preparation. (Author/SN)

ED 078 143 VT 020 220

Study for Agricultural Engineering Development in Brazil. Summary Report of Joint Study Group on Agricultural Engineering in Brazil (July 24-August 12, 1972).

National Academy of Sciences, Washington, D.C.; National Research Council, Rio de Janeiro (Brazil); United Nations Food and Agriculture Organization, Santiago (Chile). Regional Office for Latin America.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—TA-OST-NAS-72-39

Pub Date Aug 72

Note—42p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 214 534, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Agricultural Engineering, Developing Nations, *Educational Development, *Educational Planning, Professional Occupations, Program Development, *Vocational Agriculture

Identifiers—*Brazil

The joint study group was established to identify the most urgent research and training needs in agricultural engineering in Brazil and to recommend how best to meet those needs. Specific recommendations are given for a long-term program to establish quality programs in education and research in agricultural engineering in Brazil and means to gain recognition for agricultural engineering as a profession under Brazilian law. (Author)

172 Document Resumes

ED 078 144 VT 020 221
An Impact Evaluation of the Work Incentive Program. Volume II: Data Analyses and Findings. Final Report.

Auerbach Corp., Philadelphia, Pa.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.
Report No.—AUER-1712-300-FR-2; MEL-73-04b
Pub Date 15 Sep 72
Note—249p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 212 986, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Economically Disadvantaged, *Employment Programs, Federal Programs, *Job Training, Labor Force, Manpower Development, *Participant Characteristics, Program Effectiveness, *Program Evaluation, Statistical Data, Vocational Development, Vocational Rehabilitation

Identifiers—WIN, *Work Incentive Program

The second of a 2-volume study, this document contains a detailed analysis of the national Work Incentive Program (WIN) enrollee population. Described are characteristics and experiences of the enrollees before, during, and after their participation in WIN. A federally funded employment program, WIN provides reinforcements for vocational training and placement for socioeconomically disadvantaged persons. Volume I of the study is available as VT 020 109. (Author/SN)

ED 078 145 VT 020 228
Thal-Larsen, Margaret And Others

Requirements and Design of a Labor Market Information System for a Large Metropolitan Area.

California Univ., Berkeley. Dept. of Industrial Engineering and Operations Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-71-05-70-03-1

Pub Date Nov 72

Note—338p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 213 744, MF \$1.45, HC \$9.00)

Document Not Available from EDRS.

Descriptors—Career Planning, Economic Progress, *Employment Projections, Employment Services, Employment Statistics, *Information Systems, Job Placement, *Labor Market, *Metropolitan Areas, *Occupational Information, Systems Development, Vocational Counseling

Identifiers—California, *San Francisco Bay Area

This study sought to determine the need for labor market information in the San Francisco-Oakland and San Jose Metropolitan areas of California. Respondents included representatives of public and private employment agencies, community antipoverty agencies, school administrators and counselors, employers, union members and high school students. Top priority needs recorded were information about current job opportunities, job prospects, and current demographic statistics for small areas. Conceptualized and described in terms of 28 components is a labor market information system designed to satisfy requirements registered by respondents. Other content inclusions are: (1) a discussion of problems encountered in the model design process, (2) input source data, (3) output format requirements, (3) transformations and mechanisms specified for each component, and (4) evaluation and criteria development procedures. Policy recommendations include suggested strategies for implementation of the system. (Author)

ED 078 146 VT 020 236
Feifer, Irwin

The Development and Evaluation of Innovative Strategies for Enhancing the Meaningfulness, Gainfulness and Stability of Employment for the Hard-to-Employ. R&D Pursuits 12/70-12/72 and R&D Projects to be Undertaken 12/72-4/74.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-21

Pub Date 3 Nov 72

Note—675p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 214 163, MF \$1.45, HC See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Career Education, *Disadvantaged Youth, Experimental Programs, *Federal Programs, Job Training, *Literature Reviews, *Manpower Development, Motivation Techniques, Program Administration, *Research Projects, Training Techniques, Vocational Rehabilitation

The first part of the report presents projects in the operational, evaluative, or exploratory research phase from December 16, 1972 to April 15, 1974. The second part reviews the projects and products completed during the period from December 16, 1970 to December 15, 1971. Training materials and reports evolving from the research are listed as manuals, special reports, manpower monographs on disadvantaged youth, and field experiments in manpower issues. The individual research projects for which detailed reviews and developments are given fall into the following broad categories: (1) experimentation with alternative training incentives and contingency management reinforcement systems for public and private manpower development programs, (2) facilitating career education through manpower programs, (3) explorations with alternative drug abuse diagnostic and treatment vehicles, (4) optimizing the utilization of current government manpower programs, and (5) facilitating job training and relocation opportunities for emigres to the United States. (MF)

ED 078 147 VT 020 238
Manpower Policy in Japan. Reviews of Manpower and Social Policies Number 11.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—169p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D. C. 20006 (\$3.75)

Document Not Available from EDRS.

Descriptors—Employment Practices, *Employment Programs, Job Training, Labor Force, *Labor Market, *Manpower Development, *Manpower Utilization, National Programs, Program Evaluation, *Public Policy, Sociocultural Patterns

Identifiers—*Japan, Manpower Policy

The only non-western member of the Organisation for Economic Cooperation and Development presents special opportunities and difficulties for Western observers of its public policies in the areas of employment, manpower, and labor market. While Japan is clearly moving toward a more Western type of labor market, differences remain in employment practices, social policy, and industrial relations. Japan's employment system (the lifelong employment principle with steep seniority wage progression) has been compatible with a high rate of productivity growth, a remarkable stability of employment, and a very low rate of unemployment. An economic disadvantage is the restraint on occupational mobility. Prime responsibility for industrial training has traditionally been with the employers, but the government is beginning to increase public efforts toward vocational training. The Japanese experiences and planning are examined and the findings summarized in this report. It is noted that Japan is continuing toward a broadened system of recurrent, lifelong training. As they have not been tied by specific public commitments the Japanese have particular possibilities for creating new systems which may provide more labor market adaptability and freedom of choice among work, study, and retirement than in existing systems in other countries. (MF)

ED 078 148 VT 020 239
Automation in Developing Countries. Round-Table Discussion on the Manpower Problems Associated with the Introduction of Automation and Advanced Technology in Developing Countries (Geneva, July 1-3, 1970).

International Labour Office, Geneva (Switzerland).

Pub Date 72

Note—246p.

Available from—International Labour Office, 917 15th Street, N.W., Washington, D.C. 20005

Document Not Available from EDRS.

Descriptors—*Automation, Computers, Developed Nations, *Developing Nations, Labor Force, *Manpower Utilization, *Policy Formation, Public Policy, *Technological Advancement, Technology, Unemployment

Identifiers—*Manpower Policy

In a study of the spread of highly advanced technology in developing countries, particularly its effects on manpower, the International Labour Office conducted a 3-day round-table discussion in which manpower policy implications were derived from analyses of papers and case studies dealing with the effects of automation and electronic data processing on manpower adjustment problems and programs in developing countries. The seven papers presented general and comparative analyses of advanced technology in underdeveloped and developed countries, while the case studies provided a more detailed view of an industrial case of highly advanced technology and a computerized service industry in Asia, Africa, and Latin America. Texts of the papers and case studies are included in this publication along with the major manpower policy implications, some of which were: (1) Automation and computers should not be introduced as a means of overcoming shortages in managerial talent, (2) Where displacement of workers is due to the introduction of automation or computers, a national manpower adjustment policy is needed to ease the consequent dislocations, and (3) Advanced technology and computers should never be simply forbidden on the grounds of employment repercussions. (SB)

ED 078 149 VT 020 312
Heald, Karen A. Cooper, James K.

An Annotated Bibliography on Rural Medical Care.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—R-966-HEW

Pub Date 72

Note—39p.

Available from—The Rand Corp., Publications Dept., 1700 Main Street, Santa Monica, CA 90406 (Catalog No. R-966-HEW, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Health Personnel, *Health Services, Labor Supply, *Manpower Needs, Medical Services, *Physicians, *Rural Areas

This bibliography lists and annotates books and articles published since 1960, which are concerned with the problems of rural health care and manpower. The bibliography is divided into three sections containing: (1) a subject listing of the books and articles, including such areas as manpower supply and distribution, need and demand for health services, factors affecting physician placement, experience of programs to attract physicians, and alternative approaches to the rural physician shortage, (2) an alphabetical listing of the references according to the author's name and including the title, publication information, and annotation, and (3) a table summarizing selected factors affecting physician location and factors related to rural living. (SB)

ED 078 150 VT 020 313
Somers, Gerald G., Ed.

Proceedings of the Anniversary Meeting (25th, Toronto, December 28-29, 1972). Industrial Relations Research Association Series. Index of IRRA Publications 1966-1972.

Industrial Relations Research Association, Madison, Wis.

Pub Date 73

Note—502p.

Available from—Industrial Relations Research Association, 7114 Social Science Building, University of Wisconsin, Madison, WI 53706 (\$6.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Collective Bargaining, *Conference Reports, Economic Factors, Economic Research, Equal Opportunities (Jobs), Fringe Benefits, Humanism, Individual Needs, *Industrial Relations, Job Development, Labor Market, Manpower Utilization, Productivity, Unemployment, Wages, Welfare, Workmans Compensation

Papers presented at the 25th meeting of the Industrial Relations Research Association (IRRA) covered issues that are central to industrial relations in North America. Papers and discussions dealt with these major issues: (1) Prices and Income Policy; Comparative Aspects, (2) Dispute Settlement in the Public Sector, (3) Manpower Policies in Canada and the United States in the 1970's, (4) Measuring the Quality of Life-Social Indicators, (5) Adapting Jobs to Human Needs, (6) Productivity and Collective Bargaining, (7) Social Security-Issues and Trends, (8) Dual Labor Markets, (9) The Report of the National Commission on State Workers' Compensation Laws, (10) Research on Federal Compliance Efforts Regarding Employment Discrimination, (11) Professionals in Collective Bargaining, and (12) The Work Ethic and Welfare Reform. This publication contains texts of the papers and summaries of the discussions along with IRRA annual reports for 1972 and an index to IRRA publications. (SB)

ED 078 151 VT 020 314
Leadership Development and Training for Head Start Coordinators of Nutrition and Cook Managers, Nutrition and Food Program.

Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—DHEW-Pub-OCD-73-1038

Pub Date Jan 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Centers, *Child Development Centers, Cooking Instruction, *Cooks, Day Care Services, Educational Resources, *Food Service Workers, Instructional Materials, *Nutrition Instruction, *Teaching Guides, Vocational Development Identifiers—*Project Head Start

This publication contains a curriculum model developed to train cook managers and nutrition coordinators of the nutrition component of Head Start programs. Designed to be offered in a university setting, the 2-week (60 hour) course consists of: (1) a brief overview of the Head Start program, (2) on-site observations of Head Start programs to identify program strengths and needs, (3) personal growth sessions for developing self awareness and increased personal effectiveness, (4) responsibilities of personnel in the nutrition component, and (5) the contribution of nutrition to a quality Head Start program, including aspects of food service, daily activities for helping children understand nutrition, involving parents in the nutrition programs, and career development opportunities for the nutrition staff. Objectives, learning activities, needed teaching materials, and suggested resources are provided for the major topics of the course. (SB)

ED 078 152 VT 020 315
Selected Manpower Statistics.

Department of Defense, Washington, D.C. Assistant Secretary of Defense (Comptroller).

Pub Date 15 Apr 73

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Armed Forces, Federal Government, *Government Employees, Manpower Utilization, *Military Personnel, National Defense, *Personnel Data, Statistical Data, Tables (Data)

Identifiers—*Department of Defense

This document contains summaries of basic manpower statistical data for the Department of Defense, with the Army, Navy, Marine Corps, and Air Force totals shown separately and collectively. Included are figures for active duty military personnel, civilian personnel, reserve components, and retired military personnel. Some of the data show personnel figures over a number of years, while others present only the most recent figures available at the time of publication. For example, the number of military personnel on active duty in the various armed forces is listed for every year from 1789 through 1939, and for selected periods from 1916 to 1972. Other tables display different aspects of the personnel data. (MF)

ED 078 153 VT 020 316
Health Manpower: A County and Metropolitan Area Data Book.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—PHS-Pub-2044

Pub Date Jun 71

Note—170p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO S/N 1722-0166, \$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Directories, *Geographic Distribution, *Health Personnel, Income, *Population Distribution, Population Growth

Collected through national surveys and from secondary sources, this publication provides information on the geographic distribution of the following selected health personnel: (1) pharmacists, (2) registered nurses, (3) dentists, (4) physicians, (5) podiatrists, and (6) veterinarians. Data are presented in tables reflecting selected health personnel, population, and effective buying income by state, standard metropolitan statistical area, county, and county group within the state for 1966-1968. Generally, health personnel in the selected categories have shown an increase in the years since 1962. Decreases in the ratios of pharmacists, nurses, and physicians to population were evident in the western region. The ratios of dentists and pharmacists also decreased in the northeastern region, although this region continued to maintain the highest ratio of personnel to population. (SB)

ED 078 154 VT 020 317

Wilson, Thurlow R. And Others

Employment Assistance to Ex-Servicemen with Other Than Honorable Discharges: A Study of the Department of Labor's Exemplary Rehabilitation Certificate Program: Volumes I and II. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-51-72-15-1

Pub Date Nov 72

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Services, *Federal Programs, *Job Placement, Program Evaluation, Surveys, *Veterans

Identifiers—Exemplary Rehabilitation Certificate

The Exemplary Rehabilitation Certificate (ERC) program of the Department of Labor was established to provide special help at public employment offices to ex-servicemen with other than honorable discharge. If such an ex-serviceman can establish good conduct for three years prior to application, he may obtain an ERC which is supposed to entitle the holder to special counseling and job assistance. The certificate may also be shown to employers to document good conduct. This study was undertaken to examine and analyze the actual benefits that ERC holders have received in getting jobs. All 700 ERC holders and a sample of those who inquired about the certificate were surveyed by mail and a few interviews were conducted with employers, program and service personnel, and ex-servicemen. It was found that holders of the ERC have obtained few benefits in seeking and retaining employment. The ERC apparently brings no special job counseling or placement assistance, and holders are frequently reluctant to show it to employers. Only 11 percent of ERC holders reported that the certificate helped them to get jobs. It was concluded that a man visiting an employment office with an ERC will obtain exactly the same help he would obtain without it. (MF)

ED 078 155 VT 020 318

Barrow, Louis E.

The Metric System and Small Business.

Small Business Administration, Washington, D.C.

Pub Date Jul 72

Note—11p.; Management Aids Number 214

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business, Guides, Industry, Management, Manufacturing Industry, *Measurement, *Measurement Instruments, *Metric System, Producer Services

Due to the increasing demand on the United States to convert to the metric system of measurement, this document was developed to alert owner-managers to the implications surrounding the system as well as to increase their knowledge of it. Based on the findings of a 3-year Federal study, the information presented focuses on the possibility of the U. S. changing to the metric system and the expressed anxieties associated with such a conversion. Included is a plan for na-

tional changeover to the metric system over a 10-year period. (SN)

ED 078 156 VT 020 319

Health Services Mobility Study. First Progress Report for Phase Four for the Period April 1, 1972 to March 15, 1973.

City Univ. of New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Report No.—TR-12

Pub Date 73

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, Curriculum Development, *Educational Mobility, Health Occupations, Methodology, *Occupational Mobility, Research Projects, Sequential Learning, *Task Analysis

This report describes the overall work of the project and the first 10 months of its current demonstration phase, Phase IV. It presents an overview of the project's history and objectives, a description of the methodologies involved, the steps taken in applying the methodologies in task analysis and curriculum design, the approach to implementation of the research results, and the plans to disseminate the study work. The developmental work for task analysis was covered in the first three phases of the project. In Phase IV, the task analysis method is applied in the functional area of radiology and related services at a major hospital. Results of this application will be documented and disseminated as end points in the process are reached. Phase IV also includes the development of the curriculum analysis and design methodology and its application to the task data already collected at the ambulatory care center and currently being collected in radiology and related services. Plans for future work in the study are outlined. (MF)

ED 078 157 VT 020 320

Boggs, Lohrie J. And Others

Needed Research in Business Education.

Delta Pi Epsilon, St. Peter, Minn.

Pub Date Sep 72

Note—21p.; Delta Pi Epsilon Research Bulletin No. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, Business Subjects, Career Education, *Curriculum Research, *Educational Research, Federal Legislation, Leadership Training, Occupational Guidance, *Research Needs, Student Characteristics, Teacher Education

To identify areas of needed research in business education, Delta Pi Epsilon chapter presidents and sponsors were asked to review an earlier bulletin entitled "Questions to be Answered Through Research in Business Education" and restate questions which were still relevant, delete questions no longer relevant, and supply additional questions. These questions along with those supplied by the Delta Pi Epsilon National Research Projects Committee were compiled, reviewed, and rewritten to identify the most pressing research problems. The resulting 173 questions are organized in this bulletin according to these categories: (1) Adult Education Programs, (2) Articulation, (3) Basic Business and Economic Education, (4) Bookkeeping/Accounting, (5) Career Guidance, (6) Data Processing Education, (7) Distributive Education, (8) Evaluation and Measurement, (9) Federal Legislation, (10) Office Education, (11) Office Occupations, (12) Scheduling and Programming, (13) Shorthand and Transcription, (14) Student Characteristics, (15) Supervision and Leadership, (16) Teacher Education, and (17) Typewriting. (SB)

ED 078 158 VT 020 322

Taylor, James C. And Others

The Quality of Working Life: An Annotated Bibliography, 1957-1972.

California Univ., Los Angeles. Center for Organizational Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date [72]

Note—579p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Abstracts, *Annotated Bibliographies, *Employee Attitudes, Indexes

(Locators), *Job Satisfaction, Policy Formation, Research Methodology, Self Actualization, Self Concept, Tables (Data), *Work Environment

Designed to provide a basis for evaluation, planning, research, change strategy development, and policy formation with respect to creating conditions for humane working life, this annotated bibliography contains published and unpublished empirical research dealing with the quality of working life (QWL). The articles, books, and case studies were selected on the basis of whether they involved an association between a behavioral measure of at least one of the 11 criteria selected to represent QWL and whatever individual, work, or organizational factor was measured. Entries are arranged alphabetically by title in one of three sections (published articles, books, and unpublished materials), and each entry includes the title, publication information, and an abstract containing a summary of the major methodological dimensions, followed by a condensed report of the empirical associations found between one or more of the QWL parameters and some other work, organization, or individual factor. Several tables displaying the frequency of association between QWL parameters and work, organization, or individual factors and an index are appended. (SB)

ED 078 159 VT 020 323
Montague, David O.

An Evaluation of the Inservice Training of Secondary Counselors for Effective Career Counseling. A Study of Effects on Vocational Students of Inservice Training of Secondary Counselors for Effective Career Counseling, 1971-1972.

Sacramento County Office of Education, Calif. Dept. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Research Coordinating Unit.
Pub Date [72]
Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Career Opportunities, Career Planning, Guidance Services, High School Students, *Inservice Programs, Noncollege Preparatory Students, Occupational Guidance, Occupational Information, *Program Effectiveness, *Program Evaluation, *Vocational Counseling, Vocational Education

To assess the effectiveness of a 3-month inservice program in vocational education for high school counselors, data were gathered from 60 non-college bound students (experimental group) whose counselors participated in the 3-month program and 60 non-college bound students (Control group) whose counselors did not participate in the program. Pre- and post-data on selected affective and cognitive behaviors were gathered from the 120 students immediately before or within the first week of the inservice training and immediately after termination of training. Data analysis revealed that there were no significant differences between the two groups, except in one of the cognitive measures in which the experimental group demonstrated greater growth by being able to correctly identify the education or training required by an occupation. The inadequacy of the present vocational counseling and guidance service offered secondary students was supported by these results: (1) Less than 60 percent of either group were able to identify a career choice, (2) Less than half of those who did identify a career choice were able to identify or describe the job cluster to which the career belonged, and (3) Less than 25 percent of the two groups were able to identify or give requested information about two community agencies providing job placement services. (SB)

ED 078 160 VT 020 324
Page, G. Terry

The Guide to Training and the Future.

Pub Date 72

Note—64p.

Available from—Kogan Page Limited, 16 Gray's Inn Road, London WC1X 8BR, England

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, Apprenticeships, Educational Opportunities, Financial Support, Guides, *Industrial Training, Job Training, Labor Education, Manpower Development, *National Programs, Organizational Change, Planning, *Training, *Vocational Training Centers
Identifiers—*Great Britain

Part statement of intent and part consultative document, this booklet proposes far-reaching changes in Great Britain's industrial training having important implications for employers, personnel and training officers, trade union members, and educators. Questions raised by the proposed national training plan are explored and some salient points are discussed. A massive expansion in national government training facilities is being implemented and greater use of facilities in employers' establishments will be made. Allowances for trainees and grants to employers are also provided in the national program which is to be operated by a proposed national training agency. Sections of the booklet present checklists for employers, workers, and educators in regard to provisions of the plan, analysis of the training proposals, costs and financing, and implementing organizations. (MF)

ED 078 161 VT 020 325
Katz, H. H.

A State of the Art Study on the Independent Private School Industry in the State of Illinois.

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date May 73

Note—250p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Certification, Courses, *Proprietary Schools, State of the Art Reviews, Vocational Education, *Vocational Schools
Identifiers—*Illinois

The state of the art of an educational entity which has served America since the early 18th century is presented in this study, which describes the origins and characteristics of the independent private or proprietary schools in Illinois. The word "industry" is used for these schools because they constitute a profit-seeking, tax-paying business which prospers or declines in proportion to achievement as with any business in the free enterprise system. The majority of such schools are occupationally oriented with courses designed to prepare students for job entry in some special phase of the world of work. The primary operational activities of these schools are resident, home study, and extension. The various kinds of independent private schools and the principal courses taught by them are described for areas of specialization in business, trade and technical, art, allied health services, self improvement, home study, barber and cosmetology, truck driving and heavy equipment operation, and aviation. Further development of the educational area and additional study needs are suggested. The study concludes with a directory of the various categories of approved and licensed independent private schools in Illinois. (MF)

ED 078 162 VT 020 326
Conference on Administrative Planning for Allied Health Occupations. Final Report.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date [73]

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, *Conference Reports, Demonstrations (Educational), *Health Occupations, Health Personnel, *Health Programs, Information Dissemination, Interagency Coordination, *Planning

Summarized are the outcomes of an 8-day conference held in Atlanta during April, 1973 on administrative planning for allied health occupations. A total of 86 participants from each of the eight states in Region IV, Department of Health, Education, and Welfare attended the conference. Activities included: (1) information dissemination discussions and demonstrations by key personnel in the health field, (2) reactions to the information and views of speaker by representatives of education and health agencies, and (3) small group sessions in which participants could interact directly with a key representative of an agency. From the formal and informal feedback regarding the effectiveness of the conference, it appears that similar conferences in other regions should be provided. Appended are the evaluation form, a list of participants, the Conference program, and selected materials from various health organizations. (Author/SN)

ED 078 163 VT 020 327
Project CAREER Process as It Relates Particularly to Project CAREER/Handicapped.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Report No.—Pub-6087

Pub Date 27 Apr 73

Note—26p.; Paper presented at the Council of Exceptional Children's Annual Convention (51st, Dallas, Texas, April 27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Career Education, Data Bases, *Developmental Programs, *Handicapped Students, Lesson Plans, Occupational Clusters, Public School Systems, Skill Development, *Vocational Development
Identifiers—Massachusetts, *Project CAREER

Project CAREER is a federally funded program to develop computerized behavioral objectives which will have relevance for career education in the 15 Office of Education occupational clusters for a multi-faceted approach in teaching marketable skills. The computerized data bank will be made available to all Massachusetts school systems. One element of this project is Project CAREER/Handicapped, which is assembling data based on the six major groups identified as handicapped: mentally retarded, blind, emotionally disturbed, hearing impaired, physically impaired, and speech impaired. In examining the approximately 17,000 behavioral objectives validated by Project CAREER, Project CAREER/Handicapped ascertained that every skill could be taught to handicapped students. Use of the data bank is illustrated by the behavioral objective and lesson plan for a particular skill, that of changing oil and oil filter, which represents the occupational cluster identified as transportation and the occupational area demonstrated as automotive, with the occupation using the skill as service station attendant. When handicapped students are regarded as productive persons capable of learning and applying marketable skills, rather than as individual with special needs, the label or grouping of "handicapped" loses its significance and should be eliminated from the educational system. A related document is available as ED 070 824. (MF)

ED 078 164 VT 020 328
Juergenson, E. M., Comp. Horner, J. T., Comp.

Summaries of Studies in Agricultural Education Pacific Region, 1971-72. An Annotated Bibliography of Studies in Agricultural Education.

American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.

Report No.—Dept-R-40

Pub Date Dec 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Agricultural Education, *Agricultural Research Projects, *Annotated Bibliographies, Doctoral Theses, *Educational Research, Masters Theses, Vocational Education

Identifiers—*Pacific Region

This compilation of research in agricultural education contains abstracts of 13 studies completed during 1971-72 in the Pacific Region. Studies are ordered and presented alphabetically by author and include the purpose, methodology, and findings. Eleven studies are on master's degree research, one is on doctoral research, and one is a staff study. (Author/SN)

ED 078 165 VT 020 329
Ploutz, Paul F.

The Metric System: A Programmed Approach.

Pub Date 72

Note—122p.

Available from—Charles E. Merrill Pub. Co., 1300 Alum Creek Dr., Columbus, OH 43216 (no price quoted)

Document Not Available from EDRS.

Descriptors—Concept Teaching, Laboratory Manuals, Mathematics, Measurement, *Metric System, *Programed Materials, *Programed Texts, Relevance (Education), *Science Materials, *Study Guides

This 8-unit programed manual was developed to assist Americans in becoming more proficient in the use of the metric system. Containing most of the basic essentials of metric measurement required for mathematics and science programs, the text includes practically oriented practice

problems and activities. In addition, an appendix contains: (1) A metric laboratory practice section, (2) A section on exponents as simplified numerals, (3) A proficiency text, (4) Question and answer sheets, (5) Metric conversion tables, (6) A series of line drawings of the necessary laboratory equipment for students, and (7) A section on safety practices to be followed in the laboratory. (SN)

ED 078 166 VT 020 330
Experimental Manpower Laboratory for Corrections Phase III. Final Report for the Period September, 1971 to February, 1973.
 Rehabilitation Research Foundation, Elmore, Ala.
 Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
 Report No—DLMA-82-01-69-06-8
 Pub Date Feb 73
 Note—46p.

Available from—National Technical Information Service, Springfield, VA 22151 (DLMA-82-01-69-06-8, MF \$0.95, HC \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment, Evaluation, Followup Studies, Job Placement, Males, Manpower Utilization, *Prisoners, Programed Instruction, *Rehabilitation, *Research Projects, Statistical Analysis, *Vocational Development

This report covers the objectives, procedures, and findings of four major projects directed by the Experimental Manpower Laboratory for Correction (EMLC): (1) Token Economy (Ecology) Project, (2) Correctional Officer Training Project, (3) Longitudinal Follow-Up Studies, and (4) Information Dissemination and Utilization Project. EMLC grew out of an earlier project conducted to test the feasibility of using programed instruction in basic education classes for male felons. Included are an overview of the project, a discussion of the problems encountered in its operation and development, and announcements of proposed directions for phase IV studies. (Author/SN)

ED 078 167 VT 020 335
Klausner, Samuel Z. And Others
The Work Incentive Program: Making Adults Economically Independent. Volume I.
 Pennsylvania Univ., Philadelphia.
 Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
 Pub Date 72
 Note—401p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Economically Disadvantaged, *Employment Programs, Family (Sociological Unit), Family Influence, Family Structure, Federal Programs, Labor Force, Labor Force Nonparticipants, Labor Market, *Low Income Groups, Motivation, *Welfare Recipients, *Working Parents, *Working Women
 Identifiers—Labor Force Participation, WIN, *Work Incentive Program

In an examination of the role of the Work Incentive (WIN) Program, particularly its training activities, in adult resocialization, data were gathered by questionnaires administered, one year apart, to a panel of husbandless mothers receiving Aid to Families with Dependent Children (AFDC) and a panel of husbandless mothers who had participated in a WIN program and were working in Camden, New Jersey. Some results were: (1) Slogan Terms, such as "welfare community," "economic incentive," and "work versus homemaking," misdirect manpower policy, (2) Money is over-rated as a work incentive, (3) Work versus homemaking may offer a false choice, (2) Manpower policy needs tailoring for women workers, (5) Traditional and modernizing life styles are central determinants of work behavior and family attitudes, (6) Modernizing women are more likely to work and work promotes a modernizing life style, (7) A large family is more of a deterrent to WIN participation than is responsibility for preschool children, (8) WIN trained mothers are more modernized, activist, and socially mobile than are other low income working mothers, and (9) Social relational more than attitudinal factors underly labor force participation. This report provides the background, methodology, findings, and recommendations for the study. A bibliography and appendices are available as VT 020 336 in this issue. (SB)

ED 078 168 VT 020 336
Klausner, Samuel Z. And Others
The Work Incentive Program: Making Adults Economically Independent. Volume II: Bibliography and Appendices.

Pennsylvania Univ., Philadelphia.
 Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
 Pub Date 72
 Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Bibliographies, Economically Disadvantaged, *Employment Programs, Family (Sociological Unit), Family Income, Family Structure, Labor Force, Labor Market, Low Income Groups, Personality, Religion, Research Methodology, *Welfare Recipients, Working Parents, *Working Women
 Identifiers—WIN, *Work Incentive Program

This publication contains the bibliography and appendices which accompany a study of the role of the Work Incentive Program, particularly its training activities, in adult resocialization (available as VT 020 335 in this issue). Entries in the bibliography are arranged alphabetically by author under these categories: (1) Manpower-Labor Market, (2) Family Economy, Income, and Budgets, (3) Public Welfare Recipients and Programs, (4) Sociological Theory, (5) Family Structure, (6) Economic Deprivation and Poverty Life Styles, and (7) Methodology. The appended materials consist of: (1) an additional discussion of the research design, (2) the items which appeared in the research questionnaires along with the percentage distribution of responses, (3) a paper discussing the importance of religion to the welfare and working mothers in the study, and (4) a paper discussing the personality of the welfare and working mothers. (SB)

ED 078 169 VT 020 337
Barton, Thomas E., Jr. Garrison, Don C.

A Plan for Comprehensive Community College Education in Puerto Rico. A Study for the Commonwealth of Puerto Rico Advisory Council on Vocational and Technical Education.

Spons Agency—Puerto Rico Advisory Council on Vocational and Technical Education, San Juan.
 Pub Date 4 Apr 72
 Note—314p.; Ed.D. Dissertation, Duke University, Durham, N.C.

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Mich. 48103 (Order No. 73-6551, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Community Colleges, Comprehensive Programs, Developing Nations, Doctoral Theses, *Educational Development, Educational Research, *Master Plans, Post Secondary Education, Program Development, *Program Planning, Technical Education, *Vocational Education

Identifiers—*Puerto Rico

Based on the premise that a well articulated island-wide program of vocational-technical education at the post secondary level can provide much of the impetus for socio-economic progress in Puerto Rico, this study is devoted to elaborating the master plan for an educational system consisting of 2-year comprehensive community colleges. Following an examination of Puerto Rico's present higher education system and the prevailing socioeconomic conditions plus a review of the literature to ascertain the characteristics of a comprehensive community college, several recommendations were made which, when implemented, would initiate an island-wide, planned, coordinated system for community college education. Among these recommendations were: (1) development of vocational-technical education programs within these colleges, (2) development of a funding system, (3) installation of a Planning-Programming-Budgeting System, (4) provisions for specific training for new and expanding industry, (5) development of a system-wide public information policy, and (6) initiation of an effort to establish "outreach" education programs in every institution within the system. (Author/SB)

ED 078 170 VT 020 338
Occupational Therapy Job Descriptions. Development of Occupational Therapy Job Descriptions and Curricula through Task Analysis. Report Number One.

Ohio State Univ., Columbus. School of Allied Medical Professions.
 Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 72

Note—73p.

Available from—Occupational Therapy Division, School of Allied Medical Professions, College of Medicine, Ohio State University, 1533 Perry St., Columbus, OH 43210 (\$6.00 for set)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, *Curriculum Development, Employment Qualifications, *Health Occupations Education, Job Analysis, *Occupational Information, Occupational Therapists, *Occupational Therapy, Occupational Therapy Assistants, Professional Personnel, Subprofessionals, *Task Analysis, Task Performance

In developing job descriptions and curriculum for an occupational therapy program, the U. S. Department of Labor's occupational analysis and job structuring procedure was adapted by project staff with the assistance of the Ohio Bureau of Employment Service and the U. S. Department of Labor, Occupational Analysis Division. Six teams, each consisting of a trained occupational analyst and an occupational therapist, observed and recorded duties and tasks performed by staff members of 15 selected facilities throughout the U. S. The lists of duties and tasks were assessed by 63 occupational therapy educators and practitioners to identify missing activities or delete non-relevant activities. During a job restructuring conference, the duties and tasks assessed by the educators and practitioners were divided into four job levels based on the educational and vocational level of training needs for each duty and task. In addition, job descriptions were developed for each of the job levels, which included: (1) occupational therapy aide, (2) occupational therapy technician, (3) occupational therapist, and (4) occupational therapy consultant. This publication contains a chart indicating the division of responsibility for each level, along with a narrative summary of each job description and a detailed description of each level with its activities and elements. Related documents are available as VT 020 339 - VT 020 341 in this issue. (SB)

ED 078 171 VT 020 339
Occupational Therapy Curriculum Guides Developed Through a Task Analysis Procedure. Development of Occupational Therapy Job Descriptions and Curricula Through Task Analysis. Report Number Two.

Ohio State Univ., Columbus. School of Allied Medical Professions.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 72

Note—504p.

Available from—Occupational Therapy Division, School of Allied Medical Professions, College of Medicine, Ohio State University, 1533 Perry St., Columbus, OH 43210 (\$6.00 for set)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Career Ladders, Curriculum Development, *Curriculum Guides, *Health Occupations Education, Job Analysis, Occupational Therapists, *Occupational Therapy, Occupational Therapy Assistants, Professional Personnel, Subprofessionals, *Task Analysis, Task Performance

Intended as a reference for those interested in designing an occupational therapy curriculum, these curriculum guides are organized from the four levels of performance resulting from an occupational analysis of 15 occupational therapy facilities. These four levels include: (1) occupational therapy aide, (2) occupational therapy technician, (3) occupational therapist, and (4) occupational therapy consultant. The curriculum for each one of these four levels contains an introduction and curriculum modules. The introduction specifies the job description, identifies prior learnings (selection specifications), suggests methods of assembling the modules, and lists affective objectives to be included in each curriculum. The curriculum modules are units of learning which require comprehension and/or application of information. In addition to descriptive information such as job level, module title, and module definition, each module contains: (1) an overall performance objective, (2) related activities, (3) methods for achieving objectives, (4)

suggested teaching strategies, (5) suggested evaluation techniques, and (6) suggested instructional media. The suggested teaching strategies, evaluation techniques, and resources are listed in separate publication available as VT 020 340 in this issue. Other related documents are available as VT 020 338, and VT 020 341 in this issue. (SB)

ED 078 172 VT 020 340
Occupational Therapy Curriculum Guides Developed Through a Task Analysis Procedure. Development of Occupational Therapy Job Descriptions and Curricula Through Task Analysis. Report Number Two: Appendices. Ohio State Univ., Columbus. School of Allied Medical Professions.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 72
Note—199p.

Available from—Occupational Therapy Division, School of Allied Medical Professions, College of Medicine, Ohio State University, 1583 Perry St., Columbus, OH 43210 (\$6.00 for set)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, Curriculum Guides, Educational Resources, *Evaluation Techniques, Health Occupations Education, *Instructional Media, Job Analysis, Occupational Therapists, *Occupational Therapy, Occupational Therapy Assistants, *Resource Materials, Student Evaluation, Subprofessionals, Task Analysis, Task Performance, *Teaching Methods

Designed to accompany a set of curriculum guides, available as VT 020 339 in this issue, these appendices contain teaching strategies and resources suggested in the curriculum modules developed for four levels of performance in an occupational therapy program. Included are: (1) a discussion of interactive teaching strategies and suggested teaching methods, (2) a discussion of evaluation theory and description of a set of procedures for evaluating student performance, (3) a listing of available instructional media, including the source and costs of commercially produced transparencies, games and simulations, films, slides, videotapes, and programed instruction, (4) a listing of suggested references by curriculum, modules for each of the four curriculum levels, including references for the occupational therapy aide, technician, therapist, and consultant, and (5) procedures used to develop the selection specifications (required prior learnings) for each of the four curriculum levels. Other related publications are available as VT 020 338 and VT 020 341 in this issue. (SB)

ED 078 173 VT 020 341
Procedural Manual for Task Analysis and Curriculum Guide Development. Development of Occupational Therapy Job Descriptions and Curricula Through Task Analysis. Report Number Three.

Ohio State Univ., Columbus. School of Allied Medical Professions.
Spons Agency—Public Health Service (DHEW), Washington, D.C.
Pub Date 72
Note—230p.

Available from—Occupational Therapy Division, School of Allied Medical Professions, College of Medicine, Ohio State University, 1583 Perry St., Columbus, OH 43210 (\$6.00 for set)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, *Guidelines, Health Occupations Education, Job Analysis, *Manuals, Material Development, Occupational Therapy, Reference Materials, *Task Analysis, Task Performance

Resulting from a project in which a curriculum for an occupational therapy program was developed through task analysis, this manual contains guidelines for developing curriculum guides using job analysis data. The development process consists of 13 procedures which are organized into these four categories: (1) Organization of a project staff, (2) Development of job analysis procedures and the collection and synthesis of job analysis data, (3) Organization of work activities into new job descriptions, and (4) Development of curriculum guides. Each procedure consists of a title, discussion of the strengths and weaknesses of part or all of the procedure, and step-by-step explanations to accomplish the procedures, which are accompanied by descrip-

tions of the actual project experiences that served as bases for the steps. Several materials generated during the project are appended. Related publications are available as VT 020 388-VT 020 340 in this issue. (SB)

ED 078 174 VT 020 343
[Compulearn Career Education Program: Student Guides, Educator Guides, Bibliographies and Career Index, Data Sheets, Career Computer, and Program Cards.]

Compulearn, Inc., Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72
Note—1,000p.

Available from—Compulearn, Inc., 1321 4 Gateway Center, Pittsburgh, PA 15222

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Career Education, Data Sheets, Educational Equipment, *Educational Games, Elementary Grades, *Individualized Instruction, *Instructional Aids, Intermediate Grades, *Occupational Information, Secondary Grades

Identifiers—*Compulearn Career Education Program

The Compulearn system was developed for use in general education, special training, and business and industry to provide individualized instruction for all age groups in a wide range of career areas and occupational fields. The system apparatus consists of a battery-operated "console" box with two plugs, one for questions and one for answers, and a set of plastic program cards for each career concept. To use the system, a program card is selected and placed on the face of the box and the plugs are inserted into the chosen outlets. If the selected answer to the selected question is correct, immediate reinforcement is provided by a light next to the answer. If no light appears, another answer may be probed or a button pushed to get the answer. In addition to these pieces, the system includes booklets for students and teachers at the elementary, middle, and secondary levels which tell how to operate the program or "play the game" with each card. Another booklet contains a bibliography of books and pamphlets on occupations and careers, with places to write for materials. A listing of career titles and corresponding grade levels is also furnished. A larger booklet of data sheets for various occupations and an information folder complete the package. (MF)

ED 078 175 VT 020 344

Giblin, Edward J. Levine, Louis

Achieving Manpower Goals Through More Effective Employer Services Programs. Final Report.

Applied Behavioral Research, Inc., Grand Rapids, Mich.; Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-26-71-41

Pub Date Feb 73

Note—262p.

Available from—National Technical Information Service, Springfield, VA 22151 (no price quoted)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Employment, *Employment Opportunities, *Employment Services, *Job Placement, *Manpower Utilization, Models, Operations Research, Research Projects, *Systems Development

This is the first of a 2-volume final report of a 20-month research and development project conducted by the Michigan State Employment Service agency and a private research firm. The purpose of the project was to design and test innovative methods of increasing the volume and quality of jobs listed with the employment service. Included are: (1) a description of the problem including steps taken to solve it and the resulting demonstration model, (2) the quantitative and qualitative results of the demonstration, (3) the implications for new policy and program directions, and (4) a discussion of areas requiring further research and experimentation. The second volume of the report is available as VT 020 345 in this issue. (Author/SN)

ED 078 176

Levine, Louis And Others

Guidelines for Installing and Maintaining an Effective Employer Services Program Locally. Final Report.

Applied Behavioral Research, Inc., Grand Rapids, Mich.; Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-26-71-41

Pub Date Feb 73

Note—141p.

Available from—National Technical Information Service, Springfield, VA 22151 (no price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment, *Employment Opportunities, *Employment Services, Industrial Relations, *Job Placement, Manpower Utilization, *Models, Office Management, Operations Research, Public Relations, Research Projects, Staff Improvement, *Systems Development

This is the second of a 2-volume final report of a 20-month research and development project conducted by the Michigan State Employment Service agency and a private research firm. The purpose of the project was to design and test innovative methods for increasing the volume and quality of jobs listed with the employment service. Included are: (1) a discussion of the major issues confronting local offices in their efforts to redirect their efforts to increase placements, and (2) descriptions of key components of the project's demonstration model, such as staff development activities, office operation and public relation activities, employer information, job development information, employer contact selection, and the delivery of employer services. Volume 1 of the report is available as VT 020 344 in this issue. (Author/SN)

ED 078 177

VT 020 346

The Role of Telecommunications in the Regional Delivery of Education Services: A Study of the Potential Use of Instructional Television for Vocational Education in the Appalachian States.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.; INTASA, Inc., Menlo Park, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.

Pub Date Nov 72

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communication Satellites, *Cost Effectiveness, Elementary Grades, Feasibility Studies, General Education, *Instructional Television, Models, Post Secondary Education, Research Projects, Secondary Grades, *Telecommunication, Video Tape Recordings, *Vocational Education

Identifiers—*Appalachia

This report documents a research project focusing on the role of telecommunications technology in the regional delivery of educational services, including assessment of needs, factors in choosing the technology for implementation, alternative delivery systems, cost analysis, and a study of possible demonstration projects in South Carolina, Alabama, and Georgia. Detailed cost figures for various instructional television delivery systems are provided in charts, tables, and models. The representative case studied in detail was the delivery of both vocational education services and general educational services to the Appalachian States. Various instructional television delivery systems were compared and consideration given to the need for local replay and production capability. Instructional television can deliver course material to a large general education audience and to the dispersed and specialized vocational education audience simultaneously, with the combined cost comparable to teacher delivery of general education courses alone. It was found that satellite direct reception is the least expensive system. Video tape replay capabilities could provide flexibility at reasonable cost. Additional studies are recommended on a range of topics important for understanding the role of telecommunications in the regional delivery of health, education, and welfare services. (MF)

ED 078 178 VT 020 347
Puerto Rico Third Annual Evaluation Report, Fiscal Year 1972.

Puerto Rico Advisory Council on Vocational and Technical Education, San Juan.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, High Schools, Program Effectiveness, *Program Evaluation, *Vocational Education

Identifiers—*Puerto Rico

This document is a summary of a study conducted by the Puerto Rico Vocational Advisory Committee to determine the effectiveness of the Vocational-Technical Education (VTE) programs in that country over a 1-year period. Predicated on the philosophy that improvement in the quality of education is dependent on continuous and comprehensive evaluation, this followup study is based on previous Council evaluation assessments. Resulting recommendations include: (1) Efforts should be made to equip the Research and Curriculum Unit with the necessary professional personnel with budgets appropriated accordingly, (2) Consultative services should be sought for external appraisal of career education projects, (3) Provisions should be made with industry to arrange short-term faculty internships, (4) Recommendations and findings of the Advisory Council should be used to a greater extent by State personnel in developing occupational education programs, (5) Efforts should be made to accelerate the implementation of the VTE information System with data updated continuously, and (6) Cooperative work experiences should be developed so as to involve students more. (SN)

ED 078 179 VT 020 349

Charnes, A. And Others

Studies in Manpower Planning.

Carnegie-Mellon Univ., Pittsburgh, Pa. Management Sciences Research Group.; Office of Civilian Manpower Management (Navy), Washington, D.C.; Texas Univ., Austin. Center for Cybernetic Studies.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—NAVSOP-3540

Pub Date Jul 72

Note—204p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Career Planning, Computer Oriented Programs, Federal Government, *Management Systems, *Manpower Needs, *Manpower Utilization, Mathematical Applications, *Mathematical Concepts, *Models, *Planning, Research

This compilation consists of a collection of reports on models and studies in the area of manpower management and planning. Part One contains a doctoral dissertation, "The Application of Computer-Assisted Multi-Level Manpower Planning Models in the Federal Government" by R. J. Niehaus, which provides a comprehensive summary of the U.S. Navy's Office of Civilian Manpower Management modeling research program. Parts Two and Three contain papers by R. J. Niehaus, S. Charnes, W. W. Cooper, and others discussing the mathematics of models for aggregate manpower planning and models of the assignment and spectral analyses type. Topics covered by the papers are: (1) "A Goal Programming Model for Manpower Planning," (2) "A Model for Civilian Manpower Management in the U.S. Navy," (3) "A Generalized Network Model for Training and Recruiting in Manpower Planning," (4) "Multi-Level Models for Career Management and Resource Planning," (5) "Static and Dynamic Assignment Models with Multiple Objectives and Some Remarks on Organization Design," and (6) "An Algorithm for Multi-Attribute Assignment Models and Spectral Analyses for Dynamic Organization Design." (SB)

ED 078 180 VT 020 350

Ristau, Robert A.

Career Education at the Junior High Educational Level—A Time for Career Exploration Plus.

Pub Date 21 Feb 73

Note—20p.; Paper presented to the Annual Research Conference of the National Association of Business Teacher Educators (5th, Chicago, Ill., February 21, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, Educational Objectives, *Junior High School Students, Models, Occupational Clusters, *Self Concept, *Vocational Development

Identifiers—*Comprehensive Career Education Model, Wisconsin Model

The paper discusses the need for career development programs for junior high school students and looks at career education modeling. There appears to be some consensus that the self-concept theory should give direction to career education planning. An interesting characteristic of the career education movement is the multiplicity of models which have been developed. Two models are specifically examined: (1) the national school-based Comprehensive Career Education Model, which provides a matrix linking 8 themes and 13 grades, and (2) the Wisconsin Model, which provides a scope-and-sequence chart for 16 basic concepts. The transitional years of the junior high educational level provide some unique opportunities to relate to the career development of youth. With a focus on the student as an individual and based on sound career development theory, programs of career exploration can meet a significant need. Career awareness and exploration are closely intertwined and continue throughout life. Occupational clusters and career objectives developed in both models are further discussed. The paper concludes that although career exploration may appropriately be emphasized as a program activity for junior high students, other aspects of career education must also be treated. (Author/MF)

ED 078 181 VT 020 351

Longley, Frederick, Ed.

Industrial Relations Theses and Dissertations, 1971; Accepted at 25 Universities. A Compilation Sponsored by the Committee of University Industrial Relations Librarians.

Department of Labour, Ottawa (Ontario).

Pub Date Apr 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Doctoral Theses, *Indexes (Locators), Industrial Education, *Industrial Relations, Library Collections, Library Services, *Masters Theses, Publications

Divided into three parts, this bibliography contains a listing of the published theses and dissertations in the field of industrial relations from January through December, 1971. Included by section are: (1) an alphabetically ordered and keyed roster of the 25 industrial relations institutes submitting documents, their addresses, names of their librarians or compilers, and information on photographic reproductions and interlibrary procedures, (2) an alphabetically arranged, numerical listing of the theses and dissertations by author, and (3) a detailed subject index referring to item number. (SN)

ED 078 182 VT 020 352

Levy, Stephen J. Euker, Carol

Post Treatment Occupational and Educational Services for the Former Drug Abuser in New York City: A Model for an Occupational and Educational Information Referral Service and an Employment Service.

Training for Living Inst., New York, N.Y.

Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Feb 73

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Addiction, *Educational Therapy, *Employment Services, Interagency Coordination, Job Placement, *Models, Referral, *Rehabilitation Programs, Social Services, Vocational Counseling, Vocational Rehabilitation

Identifiers—*New York City

Drug rehabilitation programs in New York City encompass every form of treatment modality to be found in the field. As of September 1972, approximately 50,000 addicts were being treated. Estimates of the total number of addicts in New York City range from 150,000 to 300,000. There is little coordination among the various governmental and private treatment agencies, and they

all compete for the same funds. The majority of New York City addicts and ex-addicts come from minority groups, with low academic achievement, low job skills, and often with a criminal history. This is the principal target population for in-treatment and post-treatment educational and occupational concerns. Two models for an interface among education, employment, and treatment are presented, one for an occupational and educational information referral service for treatment programs and the other for an employment service. The delivery system for the two models would be an independent nonprofit agency designed to serve as an intermediary between the treatment programs and the educational and occupational institutions. Relevant data would be handled by a computer system and suggestions for implementation are given along with an estimated budget. (MF)

ED 078 183 VT 020 356

Carter, Robert Theodore

The Development of a Model for Career Education with Implications for a Local School System.

Pub Date 72

Note—110p.; Ed.D. Dissertation, University of Alabama

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (Order No. 73-7992, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Career Opportunities, Curriculum Development, *Doctoral Theses, Educational Change, Educational Research, Individual Development, *Models, *Systems Approach, Vocational Development

This study was conducted to provide a basis for change in the curriculum for Grades 1-12 and to develop a systems model for career education that would facilitate implementation of a career education program in the Jefferson County, Alabama School System. The individual career development model developed in this study is client-centered and requires participatory planning on the part of administrators, teachers, counselors, parents, students, and community leaders. The basic components of the model are: (1) developmental bodies, (2) input, (3) selective functions, (4) implementation, (5) output, (6) evaluation, and (7) feedback. The model focuses on career development which begins in Grade 1 and is centered around the theme of career opportunities and awareness of the world of work. The program includes structuring required subjects to include units of career awareness and exploration in Grades 1-12. In the junior high grades, students may explore the occupational clusters through a multi-media approach in a career exploratory laboratory and through field observation. The senior high level offers students the opportunity to pursue the selected occupational area through intensive job preparation training or preparation for higher education in a degree program or post secondary institute. (Author/SB)

ED 078 184 VT 020 360

A Model for a Career Education Document Information System in Massachusetts. A Five Year Project Plan.

Greater Lawrence Regional Vocational-Technical School, Andover, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Planning, *Information Dissemination, *Information Needs, *Information Systems, *Models

Identifiers—*Career Education Document Information System, Massachusetts, Project CEDIS

A Career Education Document Information System (CEDIS) Project was funded September 1, 1971, for the purpose of establishing more effective communication links between the occupational educators who need to obtain new knowledge and acquire improved skills. During the first year of operation, several major accomplishments were achieved, including: (1) project staffing, (2) activation of an advisory committee, (3) completion of preliminary design and planning, (4) arranging for sources of occupational education and ancillary information, (5) establishing an exploratory network with 12

schools, and (6) preparation of a preliminary plan for evaluation. Included in this document is a 5-year plan for Project CEDIS which identifies general time periods for accomplishing project activities relating to general management, system research and analysis, developmental systems operations, and annual evaluations. A more detailed plan of the research and analysis activities and systems operation for fiscal year 1973 is provided. (SB)

ED 078 185

VT 020 361

DiCarlo, Robert D. And Others

Occupational Safety and Health Programs in Career Education.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Apr 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Building Equipment, *Career Education, *Employees, Fire Protection, Health Programs, Machine Tools, Program Development, *Resource Guides, *Safety Education, Teacher Role

Identifiers—Occupational Safety and Health Act of 1970

This resource guide was developed in response to the Occupational Safety and Health Act of 1970 and is intended to assist teachers in implementing courses in occupational safety and health as part of a career education program. The material is a synthesis of films, programed instruction, slides and narration, case studies, safety pamphlets, courses, and books that are available from various governmental agencies, nonprofit agencies, educational materials distributors, and businesses. Major topics for a course outline are: (1) Pre-employment and New Employee Training, (2) Working Environment, (3) Electrical Hazards, (4) Safe Use of Personal and Industrial Equipment, (5) Hand and Power Tool Guarding, (6) Ladders, Scaffolds, Platforms, and Rigging, (7) Heavy Equipment Hazards, (8) Flammable Hazards, (9) Shoring, Blasting, and Traffic Control, (10) Marine Operations, (11) Special Hazards of the Building Trades, and (12) Everyday Safety. In addition, the manual includes suggestions for organization of a health and safety program, the role of the health and safety teacher, and guidelines for establishing and charts illustrating a school health and safety program. (SB)

ED 078 186

VT 020 362

Manpower Research and Development Projects Sponsored by the U. S. Department of Labor, Manpower Administration.

Manpower Administration (DOL), Washington, D.C.

Pub Date 72

Note—296p.; Second Edition

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, Economically Disadvantaged, Employment Programs, Federal Programs, Information Sources, *Manpower Development, *Manpower Utilization, *Program Proposals, Research and Development Centers, *Research Projects, Research Reviews (Publications), Work Experience Programs

This second edition of an annual summary combines information about the research conducted under contract to the Manpower Administration and the experimental and demonstration programs under the direction of the Office of Research and Development. The merger of the research projects and development programs is now well established and is emphasized by their complete intermixing in this accounting, which was not the case in the 1972 reporting. Since delivery of manpower services appears to be managed increasingly on a decentralized basis, the face to face linkage needed for use of this material is lacking. For this reason the arrangement of the abstracts is made here by subject matter and includes: (1) Sources of Reports on Research and Development Projects, (2) Government Manpower Programs, (3) Other Manpower Development Programs, (4) Target Groups of Manpower Programs, (5) The Labor Market, (6) Manpower Policy and Program Administration, (7) Doctoral Dissertation Research Grants, and (8) Institutional Manpower Research Grants. Indexes containing information on grants and contracts as well as appendices containing proposal guidelines and legislation governing their formation and content supplement the text. (SN)

ED 078 187

VT 020 363

Health Careers Guidebook.

Manpower Administration (DOL), Washington, D.C.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 72

Note—175p.; Third Edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 2900-0158, \$2.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Opportunities, *Career Planning, Counselors, Employment Opportunities, *Employment Qualifications, Guides, *Health Occupations, High School Students, *Occupational Information, Promotion (Occupational), Resources

This guidebook has been prepared as a counseling resource for high school students and counselors, and management and personnel workers seeking information on occupations in the health field. Included is a brief overview of the health field along with information pertaining to career planning, sources of financial aid, and descriptions of more than 20 health occupations. The occupational descriptions contain a brief discussion of the occupation, required aptitudes and skills, needed education, and opportunities for advancement. A list identifying sources of further information is provided. (SB)

ED 078 188

VT 020 365

Collins, Rebecca Irene

Guidelines for Community Occupational Surveys in Vocational Education.

Pub Date Aug 72

Note—153p.; Ed.D. Dissertation, Tennessee University, Knoxville

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (Order No. 73-2436, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Community Surveys, Doctoral Theses, *Educational Research, *Guidelines, *Occupational Surveys, Program Evaluation, Program Planning, *Vocational Education

This study was conducted to develop a set of guidelines for making community occupational surveys and to examine the extent to which recent surveys conformed to these guidelines. A total of 42 guidelines were developed from literature pertaining to purposes, objectives, procedures, and techniques for planning, conducting, and reporting surveys. Of the 42 guidelines, 21 related to planning and organizing the survey, 9 related to collecting, analyzing and interpreting the survey data, and 11 related to writing, duplicating, and distributing the survey report. To determine how current practices conformed to the 42 guidelines, 20 community occupational survey reports written between 1960-1972 were selected and analyzed. Findings revealed that the survey technique has become accepted by almost all communities as a practice essential to vocational guidance, evaluation, and long-range program planning. In the 20 survey reports, the application of the 42 guidelines varied in both number and degree of utilization. Eleven guidelines were reported as being followed in all 20 of the surveys. According to the data, 15 was the least number of guidelines used and 34 was the most used, while the average number was approximately 23. (Author/SB)

ED 078 189

VT 020 366

Suggested Models for Solutions to Current Vocational Education Problems Developed by Students Enrolled in Education 438A, Fall Quarter.

California Univ., Los Angeles. Div. of Vocational Education.

Pub Date 1 Dec 72

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Problems, Disadvantaged Youth, *Educational Administration, Educational Equipment, Inservice Teacher Education, Management Information Systems, *Models, Performance Contracts, Problem Solving, Program Planning, Resource Allocations, School Administration, *Student Developed Materials, *Teacher Education, Vocational Education

School administrators who must make decisions that determine the direction for vocational education need empathy and flexibility in applying the

principles and practices inherent in vocational education. Effective administration requires the utilization of management fundamentals combined with identification and selection of alternatives for solving problems. Students enrolled in the fall quarter of Education 438A established alternatives from which they developed a series of models for solving current problems in vocational education. This publication contains 18 student-developed models for solving administrative problems in various areas, from a management information system for program planning to the division of vocational education monies among school districts and regional occupational centers. Each model contains potential solutions drawn from the students' research. (MF)

ED 078 190

VT 020 384

Gillie, Angelo C., Sr. Mann, Edward

Job Satisfaction Characteristics of Selected Associate Degree Graduates. Vocational-Technical Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date May 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, Curriculum Development, Curriculum Research, Followup Studies, *Graduates, *Job Satisfaction, Manpower Utilization, Occupational Information, Occupational Surveys, Post Secondary Education, *Technical Education, Vocational Education

Summarized is a followup to a larger study concerning job satisfaction characteristics of associate degree graduates of technology programs at Pennsylvania State University. Involving students graduating during the period from 1955 through 1971, the study sought to determine: (1) the present status of the graduates, (2) job information about the graduates since their completion of degree requirements, (3) job orientation characteristics of the graduates, and (4) the need for changes in the existing curriculum. Data were obtained from a questionnaire sent to approximately 33 percent of the graduates. Findings suggest that curriculum planners should give serious consideration to reducing enrollment levels in associate degree technology programs due to low salary levels and high unemployment and promotional rates. [Related documents are available as VT 020 385 and VT 020 387 in this issue.] (SN)

ED 078 191

VT 020 385

Gillie, Angelo C., Sr. And Others

Continuing Education Characteristics of Selected Associate Degree Graduates. Vocational-Technical Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 73

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Associate Degrees, Curriculum Research, *Followup Studies, *Graduates, *Individual Characteristics, Occupational Surveys, Post Secondary Education, *Technical Education, Technical Occupations, Vocational Education

Identifiers—Pennsylvania State University

This study was conducted as part of a larger study to determine characteristics common to Associate Degree graduates of six technical education programs at Pennsylvania State University so as to determine its relevance and relative effectiveness to the population it served. It is the second followup in the longitudinal study. Data were derived from questionnaires sent to more than 1,700 graduates of the specified programs during the 1955 through 1971 period. Findings included: (1) The types of continuing education courses most selected by these graduates were in order of priority: mathematics, the biological and physical sciences, social sciences, humanities, fine arts, courses directly related to Associate Degree programs, and less frequently, other courses, and (2) Continuing education was an important activity for these graduates with 55 percent of the graduates enrolled previously or at present. A small percent had earned additional degrees and

more were working toward another degree. Related documents available in this issue are VT 020 384 and VT 020 387. (SN)

ED 078 192 VT 020 386
Senior, John Enderlein, Thomas E.

A Supply-Demand Model for Vocational-Education Planners: Post-Secondary Instructional Program/Occupational Matrix. Phase 2. Report Number 1. Vocational-Technical Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Mar 73

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Planning, *Instructional Programs, Item Sampling, Labor Force, Labor Force Nonparticipants, Labor Supply, Manpower Needs, *Models, Occupational Surveys, Occupations, *Post Secondary Education, *Program Planning, Vocational Education

Identifiers—Supply Demand Model

As part of a larger study to develop a Supply/Demand Model for Vocational Education Planners, this phase of the study was concerned with devising effective methods of providing program planners and administrators with current information relating to graduates and what they do upon completion of their programs. Using basic data obtained from questionnaire responses from graduates of Pennsylvania's public community colleges, commonwealth campuses of Pennsylvania State University, and private and proprietary schools, instructional program/occupation matrices were developed. Included in the matrices is information on graduates who: (1) did not look for work after completing their training, (2) continued their education full-time, (3) continued their education part-time, (4) entered the military, (5) did not enter the labor force for other reasons, and (6) entered the labor force. Comparative analyses of data are given. (Author/SN)

ED 078 193 VT 020 387

Glenn, John W., Jr.

A Study to Determine Relationships Between Geographic and Job Mobility Characteristics of Selected Associate Degree Graduates. Vocational-Technical Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 73

Note—229p.

Available from—Pennsylvania State Univ., Dept. of Vocational Education, University Park, Pa. 16802

Document Not Available from EDRS.

Descriptors—*Associate Degrees, Curriculum Research, Followup Studies, *Geographic Location, *Graduates, *Occupational Mobility, *Relationship, Relevance (Education), *Technical Education, Vocational Education

Identifiers—Pennsylvania State University

This followup study was conducted to determine the need for and relevance of associate degree industrial programs at Pennsylvania State University. More specifically, the study sought to determine the relationships between geographic and job mobility characteristics of associate degree graduates since their graduation. Responses from questionnaires sent to 1,748 associate degree graduates in one of the following programs provided the data: (1) Drafting Design Technology, (2) Electrical and Electronics Technology, (3) Business Administration, (4) Forestry Technology, (5) Retailing, and (6) Surveying Technology. Findings included these facts: (1) Sixty-four percent of the graduates lived within 50 miles of their hometown high schools, (2) On their most recent job 54.2 percent lived within 50 miles of their hometown high school, (3) Some of the individuals moved closer to their hometown high schools later in their careers, (4) The greatest movement in miles between first and present job was found in the less than 50 miles and greater than 1,000 mile distributions, (5) More than 40 percent were still on their first job, and (6) Two-thirds of the graduates were living in the state of Pennsylvania at the time the study

was conducted. Related documents available in this issue are VT 020 384 and VT 020 385. (Author/SN)

ED 078 194 VT 020 389
VanRooy, William H.

A Conceptual Model of the World of Work.

Southern Illinois Univ., Carbondale. Career Development for Children Project.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Concept Formation, Curriculum Development, *Decision Making Skills, Individual Needs, Instructional Materials, *Models, Occupational Choice, Research Projects, *Self Actualization, *Self Concept, Theories, *Vocational Development

Identifiers—World of Work

The conceptual model described in this paper resulted from the need to organize a body of knowledge related to the world of work which would enable curriculum developers to prepare accurate, realistic instructional materials. The world of work is described by applying Malinowski's scientific study of the structural components of culture. It is emphasized that the model described is not a curriculum model but a conceptual model arrived at through a deductive process that will permit the ordering of content and knowledge about the world of work. A model concept is that occupational establishments and individual occupations have evolved to meet three primary cultural imperatives: replenishment, management and maintenance, and transmission. The world of work is defined in terms of the sum total of the occupational establishments. The designation of two types of work makes it possible to treat work, as a curriculum development construct, in terms of Worker Functions (what people do) and Worker Traits (worker requirements and qualifications). This description and structure for the world of work is intended to stimulate curriculum development activities. A related document is available as ED 060 198. (Author/MF)

ED 078 195 VT 020 390

Turner, Kenne

A Theory of the Functional Self.

Southern Illinois Univ., Carbondale. Career Development for Children Project.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Concept Formation, *Interaction Process Analysis, Interpersonal Relationship, *Self Actualization, *Self Concept, Social Behavior, Social Experience, *Social Relations, Theories, *Vocational Development

This paper reviews self theory that explores self as being a product of social interactions. From this theory it is seen that self formation is a developmental process which takes place within the social system. The individual's inferences from his social behavior define his self-concept, and a self-concept which has career relevance is the functional self. Like any self-concept, the functional self is a self-process, a process of being and becoming. It is the developmental process of the functional self that should enable curriculum writers to develop a process career developmental curriculum, rather than a content occupational information curriculum. Career development is not obtaining knowledge in preparation for living but rather a process of experiencing living. (Author/MF)

ED 078 196 VT 020 392

Information on the Metric System and Related Fields.

National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.

Pub Date 1 Nov 72

Note—34p.; Fourth Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Books, Information Dissemination, *Information Sources, *Instructional Aids, *Metric System, Military Organizations, *Resource Guides, Resources

Identifiers—Marshall Space Flight Center

Contained in this guide are announcements of references and audio-visual courses on the metric system and related fields available at the Marshall Space Flight Center. Included by sectional entries are listings of: (1) books, (2) reports, papers and articles, (3) periodicals, (4) film strips, (5) posters, (6) education and training courses, (7) materials produced by the International Organization for Standardization, (8) materials produced by the International Electrotechnical Commission, (9) conversion tools, (10) addresses of sources from which other information can be obtained, and (11) sources from which metric tools, instruments and components can be obtained. (SN)

ED 078 197 VT 020 393

Syhlman, Bill Duane

Identification of In-Service Personnel Development Needs in Career Awareness for Portland and Seattle Elementary Schools.

Pub Date Jun 73

Note—224p.; Ph.D. Dissertation, Oregon State University, Corvallis

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Doctoral Theses, *Educational Needs, Educational Research, Elementary Grades, *Elementary School Teachers, Inservice Programs, *Inservice Teacher Education, *Program Development

Identifiers—*Career Awareness

To determine the professional in-service development needs of fourth, fifth, and sixth grade teachers in the metropolitan school districts of Portland and Seattle, 160 elementary teachers responded to 84 need statements through the utilization of a Q-Sort card deck and also identified priorities in meeting their professional in-service needs. Analyses of the data included the development of a matrix to determine the top 20 priorities elementary teachers identified as being important for their professional in-service development. Primary mean scores and the results for the tests of all primary and subsidiary hypotheses were analyzed for each of the 84 dependent variables. Based on the results of the analyses, it was recommended that the 20 priority items be considered when developing professional in-service programs for elementary teachers and that the eight major areas of career awareness be included in such a program. These areas are: (1) individual self-awareness, (2) economic and social awareness, (3) educational awareness, (4) awareness of careers, (5) decision-making abilities, (6) work understanding and job skills, (7) work attitudes and appreciations, and (8) other areas of career awareness. (Author/SB)

ED 078 198 VT 020 394

Edwards, Donald M.

Engineering Programs of Tomorrow: The Role of Agricultural Engineering.

American Society of Agricultural Engineers, St. Joseph, Mich.

Report No—Pap-72-560

Pub Date Dec 72

Note—12p.; For presentation at the Winter meeting of ASAE (Chicago, Ill., December 11-15, 1972)

Available from—American Society of Agricultural Engineers, 2950 Niles Road, St. Joseph, Michigan 49085 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Agricultural Engineering, *Curriculum Design, *Curriculum Planning, Educational Needs, Educational Programs, Engineers, Futures (of Society), Speeches, *Technological Advancement

Due to rapid growth of societal and technological endeavors, engineers of the future will require greater technical competence. At the same time, engineering will become more people oriented with greater emphasis placed on people input into decision making. As a result, engineering education must not only provide improved technical education but must also combine technical engineering considerations with social, economic, safety, political, legal, and environmental factors. Future engineering education programs must also provide greater breadth and flexibility of programming. As with the curriculum in all fields of engineering, the role of the agricultural engineering curriculum must change to meet future needs.

This will necessitate a shift away from the on-the-farm emphasis of current agricultural engineering programs to preparing agricultural engineers for positions concerned with environmental problems, rural and urban development, and production and distribution of goods. Coupled with the change in curriculum emphasis is the need for more effective teaching-learning activities and greater emphasis on student advising and career planning. (SB)

ED 078 199 VT 020 395

Green, Ralph, Comp.

Vocational Education Follow-Up Study: Business and Industrial Community Attitude Toward the Effectiveness of the Vocational Technical Program. Final Research Report. Part II of III.

Nebraska Technical Coll., Milford.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Pub Date 71

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business, *Community Attitudes, Educational Programs, *Employment Qualifications, *Followup Studies, Graduates, *Job Skills, Personnel Evaluation, Program Effectiveness, Questionnaires, Relevance (Education), School Community Relationship, Surveys, *Vocational Schools

Identifiers—*Nebraska Vocational Technical School

This study was made to determine the business community's attitudes toward the educational program of the Nebraska Vocational-Technical School and their assessment of the employability of the school's graduates. Findings from a survey of business and industrial firms who had employed graduates of the school of the years 1965 through 1969 indicated that a majority of the respondents felt that the school's program was generally responsive to the employment opportunities in the community. However, most of the respondents felt that the school is responsible for providing students with a broad general education and that business and industry should provide for the skill development of students in the school. The employers also thought that the public schools' curriculum should be oriented more toward the community and its employment opportunities. Recommendations based on the study findings included an extensive public relations program, improving vocational courses in all State public schools, and developing policies and plans at the Nebraska Vocational-Technical School for greater utilization of the business and industrial community in program change and expansion of the cooperative education program. It also recommended that the study be replicated in three years to evaluate changes. (MF)

ED 078 200 VT 020 396

Green, Ralph, Comp.

Vocational Education Follow-Up Study: Parents Attitude Toward Nebraska Vocational Technical School's Educational Program and Student's Occupational Aspirations. Final Research Report. Part II of III.

Nebraska Technical Coll., Milford.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln.

Pub Date 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Followup Studies, *Occupational Aspiration, *Parent Attitudes, Parent School Relationship, Program Effectiveness, Questionnaires, Relevance (Education), Surveys, *Vocational Schools

Identifiers—*Nebraska Vocational Technical School

To determine parents' attitudes toward the Nebraska Vocational-Technical School and their assessment of their children's occupational aspirations, questionnaires were sent to the parents of students who graduated from or left the school in the years 1965 through 1969. Findings indicated that a majority of the respondents had some knowledge of the school's program and were concerned about their children's schooling. The parents also felt that the public schools should place greater emphasis on meeting students' needs whether preparing for college or going to work. A majority of the parents also felt that their children made appropriate occupational plans and have the ability to succeed in their selected fields. Although most of the parents in-

dicated that a college education was important they also thought that the public high schools should provide preparation for the world of work. A significant majority felt that the training and expenses at the Nebraska Vocational-Technical School were justified, and almost all of the sample would recommend the school to friends and relatives. Recommendations based on the study findings included a public relations program, improving vocational offerings in the public high schools, planning for program change and use of citizen groups in the process at the Nebraska Vocational-Technical School, and replication of the study in 3 years to assess change. (MF)

ED 078 201 VT 020 398

Drory, Asher Badgley, Susan

Collective Bargaining in Ontario, 1972.

Ontario Dept. of Labour, Toronto. Research Branch.

Pub Date Mar 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, Labor Demands, Labor Economics, Labor Laws, Labor Legislation, *Labor Problems, Labor Unions, Manpower Needs, *Negotiation Agreements, *Statistical Data, Strikes

Identifiers—*Ontario

This report highlights negotiations and trends occurring in the major collective bargaining in the province of Ontario, Canada in 1972. Bargaining during the year was centered primarily on non-manufacturing industries and in the public sector. Major issues negotiated were wages, improved working conditions, job security, and length of work week. Of significance was the fact that fewer work stoppages occurred in 1972 as opposed to the greatly increased number of strikes of 1970 and 1971. Many days lost, however, were greater in 1972. Many tables report the data on wages, earnings, and other relevant economic factors. (SN)

ED 078 202 VT 020 399

Milek, John T., Comp. Antoine, Valerie, Comp.

Bibliography of the Metric System.

Metric Association, Inc., Waukegan, Ill.

Pub Date 68

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Indexes (Locators), *Measurement, *Metric System

This bibliography lists 1,196 articles dealing with the metric system. Entries are arranged alphabetically by author and include the title, publication information, and date of publication. A subject index is provided. (SB)

ED 078 203 VT 020 400

Ruud, Josephine Bartow

Teaching for Changed Attitudes and Values.

Home Economics Education Association, Washington, D.C.

Pub Date Aug 71

Note—44p.

Available from—Home Economics Education Association (N.E.A.), 1201 16th Street, N.W., Washington, D.C. 20036 (Stock #265-08378)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Attitudes, Changing Attitudes, Educational Resources, *Home Economics Education, Home Economics Teachers, *Instructional Materials, *Teaching Techniques, *Values

This publication has been prepared to help home economics teachers present the intangibles of attitudes and values to students. Definitions and a discussion of the dimensions of values and attitudes are included, along with information pertaining to teaching for changed values and attitudes. In addition, numerous techniques for helping students recognize their own values and attitudes and become more accepting of the values and attitudes of others are described, and sample teaching materials are provided. (SB)

ED 078 204 VT 020 401

Wernick, Walter

Teaching for Career Development in the Elementary School. A Life-Centered Approach.

Pub Date 73

Note—230p.

Available from—Charles A. Jones Publishing Company, 4 Village Green, S. E., Worthington, Ohio 43085 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Career Education, Curriculum Guides, Elementary Grades, *Integrated Curriculum, *Learning Activities, *Program Content, Program Development, *Program Planning, Relevance (Education), Teaching Guides

In eight chapters, and geared to practical concerns requiring the effort of an energetic teacher, this book explains what career development entails, why career education activities are necessary in the elementary school, and how plans can be developed within a variety of educational settings. Underlying its fundamental principle is that career education must be a refocusing of the work of schools on people. Designing the learning activities, preparing for instructional planning, teaching career education concepts within a variety of subject areas, and implementing the program within existing facilities and resources are detailed. Many sample forms for teacher use, suggestions for staff development, and classroom activities geared to specific levels of development are provided. (Author/SN)

ED 078 205 VT 020 404

Ryerson, William R., Comp.

Manpower Management Studies: Selected Abstracts.

National Technical Information Service (DOC), Springfield, Va.

Report No.—NTIS-PK-146

Pub Date Dec 72

Note—63p.

Available from—National Technical Information Service, Springfield, VA 22151 (MF \$9.5, See catalog for hardcopy price)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Annotated Bibliographies, Job Analysis, *Management Systems, *Manpower Utilization, Mathematical Models, *Personnel Management, Planning, Program Development

This bibliography contains 58 selected abstracts of research reports dating back to 1964 on the general subject of manpower management. It was prepared from a search of the National Technical Information Service data base of more than 300,000 documents submitted by agencies of the Federal Government and also by private organizations or individuals with Federal grants or contracts. The abstracts include studies on model simulations, job analysis, projection methods, statistical processes, and program development. Each computer printout indicates the availability of the document. (MF)

ED 078 206 VT 020 405

Success Prediction: A DDC Bibliography.

December 1949–December 1971.

Defense Documentation Center, Alexandria, Va.

Report No.—AD-751-850; DDC-TAS-72-24

Pub Date Nov 72

Note—185p.

Available from—National Technical Information Service, Springfield, VA 22151 (AD 751 850, MF \$1.45, See catalog for hardcopy price)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Bibliographies, Biographical Inventories, Group Dynamics, Individual Development, Leadership, Military Training, *Performance Tests, *Predictive Ability (Testing), Predictive Validity, Psychometrics, Sociometric Techniques, *Success Factors, *Test Validity

This document contains bibliographic information, descriptive terms, and abstracts for 145 technical reports on the general subject of success prediction. The bibliography includes reports on development of individuals during military training, peer evaluation, biographical inventory, and the validity of tests which may be used as predictors of success. Indexes by corporate author and by subject are provided. (MF)

ED 078 207 VT 020 406

Career Development in Nevada.

Nevada State Dept. of Education, Carson City.

Pub Date 28 Jan 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Opportunities, Career Planning, *Curriculum Design, *Educational Programs, Elementary Grades, *Models, Post Secondary Education, Secondary Grades, Vocational Development

Identifiers—Career Awareness, *Nevada

Realizing the impact and educational implications of the career education approach to learning,

the Nevada State Department of Education has sought to implement in its program, career-oriented concepts. This 2-part publication presents the State's position and implementation scheme for the program. Placing the learner in the center and integrating subject matter and activities, the model provides for occupational awareness experiences at the elementary level, experiences for exploration at the middle school level, and opportunities for specialization and further specialization at the secondary and post-secondary levels. (SN)

ED 078 208 VT 020 409
New York State Advisory Council on Vocational Education First Annual Report, Fiscal Year 1970.

New York State Advisory Council on Vocational Education, Albany.
Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date Jan 71
Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Annual Reports, Area Vocational Schools, *Cost Effectiveness, High Schools, Post Secondary Education, Program Effectiveness, *Program Evaluation, State Programs, *Vocational Education Identifiers—*New York State Advisory Council

This document is a report of investigative proceedings, findings, and recommendations reached by the Advisory Council on the status of occupational education in New York. The report centers primarily around 10 programmatic concerns of the Council in the areas of planning, budgeting, operation, and policy regulations regarding vocational teacher certification. The assessment was directed toward finding methods which would serve to solve the problems causing the concerns. Some of the recommendations which were arrived at, include: (1) More efforts should be made by educational institutions and personnel throughout the State to make the public more aware of opportunities in occupational education, (2) Educators should act to redefine occupational education and expand it so as to emphasize manual skills, (3) Attempts should be made to widen the scope of the curriculum, (4) More should be done to provide early vocational guidance and programs should be redesigned or reoriented to fit the needs of all students, (5) Policies should be adopted that aid in the operation of programs, (6) New approaches to funding should be considered, (7) Federal and state governments should coordinate their programs to aid in manpower development, (8) Existing laws governing teacher certification should be redrafted, (9) More cooperation between the Council and Board of Regents is indicated. (Author/SN)

ED 078 209 VT 020 436

Borgen, Joseph A. Davis, Dwight E.
Occupational Program Identification. An I.O.C.P. Activity Manual 1: One of Five Manuals for Local Planning and Evaluation.

Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72
Note—298p.

Available from—McKnight Publishing Co., 301 Prospect Rd., Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—*Career Education, Community Surveys, Cost Effectiveness, *Educational Needs, Educational Programs, Manpower Needs, *Manuals, Occupational Surveys, Program Costs, Program Development, Program Evaluation, *Program Planning, Student Needs, *Vocational Education

Identifiers—*Illinois Occupational Curriculum Project, IOCP

Prepared by local vocational administrators and teachers, this is one of five manuals resulting from the Illinois Occupational Curriculum Project. Designed to assist teachers and administrators plan and evaluate occupational, technical, and career education courses and programs, this manual contains activities for accomplishing program identification, one of the four major components in program planning and evaluation. Step-by-step instructions accompanied by sample instruments, forms, and other resources are provided for activities concerned with: (1) gathering suggestions from the community and the school for possible programs and courses or modifications or existing programs and courses, (2) acquiring additional information needed to justify program or course suggestions, (3) gathering data about manpower supply and demand, (4) determining student and community interest and/or support for a proposed program or course, (5) gathering and comparing cost information, and (6) determining whether a program or course could be developed, an existing program or course modified, or the course or program terminated. Related manuals are available as VT 020 437-VT 020 440 in this issue. (SB)

ED 078 210 VT 020 437
Borgen, Joseph A. Davis, Dwight E.
Occupational Program Development. I.O.C.P. Activity Manual 2: One of Five Manuals for Local Planning and Evaluation.

Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72
Note—120p.

Available from—McKnight Publishing Co., 301 Prospect Rd., Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—Activities, Behavioral Objectives, *Career Education, Curriculum Design, Educational Equipment, Educational Facilities, Educational Programs, Instructional Materials, Instructional Staff, *Manuals, *Program Development, Program Evaluation, Program Planning, Student Characteristics, Teaching Techniques, *Vocational Education

Identifiers—*Illinois Occupational Curriculum Project, IOCP

Prepared by local vocational administrators and teachers, this is one of five manuals resulting from the Illinois Occupational Curriculum Project. Designed to assist teachers and administrators plan and evaluate occupational, technical, and career education courses and programs, this manual contains activities for accomplishing program development, one of the four major components in program planning and evaluation. Step-by-step instructions accompanied by sample instruments, forms, and other resources are provided for activities concerned with: (1) determining the characteristics and competencies of the target group, (2) developing student performance objectives, (3) determining the best curriculum format for instruction, (4) developing course offerings and modifying existing courses in light of the curriculum format, (5) determining the instructional methodology for achieving student performance objectives, (6) determining needed instructional equipment and materials, (7) identifying competencies needed by the instructional staff and determining the number of staff needed, (8) determining needed instructional facilities, (9) determining needed ancillary services, (10) developing an evaluation plan, and (11) submitting a proposal for implementing the course or program. Related manuals are available as VT 020 436-VT 020 440 in this issue. (SB)

ED 078 211 VT 020 438

Borgen, Joseph A. Davis, Dwight E.
Occupational Program Implementation. I.O.C.P. Activity Manual 3: One of Five Manuals for Local Planning and Evaluation.

Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72
Note—73p.

Available from—McKnight Publishing Co., 301 Prospect Rd., Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—Admission Criteria, Budgeting, *Career Education, Educational Equipment, Educational Programs, *Educational Specifications, Faculty Recruitment, Instructional Materials, Instructional Staff, *Manuals, Program Development, Program Evaluation, Program Guides, Program Planning, Purchasing, Scheduling, *Vocational Education

Identifiers—*Illinois Occupational Curriculum Project, IOCP

Prepared by local vocational administrators and teachers, this is one of five manuals resulting from the Illinois Occupational Curriculum Project. Designed to assist teachers and administrators plan and evaluate occupational, technical, and career education courses and programs, this manual contains activities for accomplishing program implementation, one of the four major components in program planning and evaluation. Step-by-step instructions accompanied by sample instruments, forms, and other resources are provided for activities concerned with: (1) developing a plan of scheduled activities prior to the beginning of classes, (2) preparing a budget, (3) preparing a schedule of classes, teachers, and rooms for the school year, (4) identifying and selecting instructional spaces, (5) acquiring and installing needed equipment, (6) determining whether required instructional materials should be developed or purchased, (7) selecting instructional staff, and (8) recruiting and enrolling students. Related manuals are available as VT 020 436-VT 020 440 in this issue. (SB)

ED 078 212 VT 020 439
Borgen, Joseph A. Davis, Dwight E.
Occupational Program Evaluation. An I.O.C.P. Activity Manual 4: One of Five Manuals for Local Planning and Evaluation.

Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72
Note—135p.

Available from—McKnight Publishing Co., 301 Prospect Rd., Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—Activities, *Career Education, *Course Evaluation, Educational Programs, Evaluation Techniques, *Manuals, Program Development, *Program Evaluation, Program Improvement, Program Planning, *Vocational Education

Identifiers—*Illinois Occupational Curriculum Project, IOCP

Prepared by local vocational administrators and teachers, this is one of five manuals resulting from the Illinois Occupational Curriculum Project. Designed to assist teachers and administrators plan and evaluate occupational, technical, and career education courses and programs, this manual contains activities for accomplishing program evaluation, one of the four major components in program planning and evaluation. Step-by-step instructions accompanied by sample instruments, forms, and other resources are provided for activities concerned with: (1) developing an evaluation plan, (2) determining evaluation activities for evaluating the course(s) or program(s), and (3) utilizing the evaluation data to determine desirable new programs or courses, course or program modifications, course or program termination, or implications for staff, facility, or budgetary modifications. Related manuals are available as VT 020 436-VT 020 440 in this issue. (SB)

ED 078 213 VT 020 440

Borgen, Joseph A. Davis, Dwight E.
Management Strategies and Guidelines for Using I.O.C.P. Manuals. An I.O.C.P. Planning Manual: One of Five Manuals for Local Planning and Evaluation.

Joliet Junior Coll., Ill.
Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date 72
Note—80p.

Available from—McKnight Publishing Co., 301 Prospect Rd., Bloomington, IL 61701

Document Not Available from EDRS.

Descriptors—Activities, *Career Education, Course Evaluation, Educational Needs, Educational Programs, Management, *Manuals, Program Development, *Program Evaluation, *Program Planning, Technical Education, *Vocational Education

Identifiers—*Illinois Occupational Curriculum Project, IOCP

This manual, along with the four others making up the Illinois Occupational Curriculum Project (IOCP) materials, has been prepared by local vocational administrators and teachers to assist in planning and evaluating occupational, technical, and career education courses and programs. Designed to help teachers and administrators effectively use the IOCP materials, this manual contains several "prefabricated plans" consisting

of objectives, procedures, and outcomes for such planning and evaluating activities as conducting a manpower supply and demand survey, writing student performance objectives, utilizing an occupational advisory committee, and recruiting students. In addition to the prefabricated plans, instructions for "custom designing" a plan are included. Step-by-step instructions are provided for writing measurable program objectives, selecting and identifying activities to accomplish program management objectives, and building a network of activities. Sample forms, letters, reports, and other materials accompany the instructions. The four companion activity manuals, which represent the major components in program planning and evaluation, are available as VT 020 436-VT 020 439 in this issue. (SB)

ED 078 214 VT 020 441

Exemplary Vocational Education Program Based on Environmental Studies K-14. Interim Report for the Period June 1, 1972 to May 31, 1973.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date May 73

Grant—OEG-0-71-2396(361)

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Activity Units, *Career Education, *Career Planning, Curriculum Development, *Developmental Programs, Dropout Programs, Educational Coordination, Environmental Education, Inservice Teacher Education, Job Placement, Occupational Guidance, *Resource Centers, *Vocational Education

Identifiers—*Minnesota

The goals of the project described in this interim report were to: (1) develop a systematic manner for delivery of career education relative to environmental education, (2) develop a system to assist high school dropouts and other out-of-school youth in making career decisions, and (3) demonstrate the career education concept to other schools by this system. Procedures followed to implement these goals are detailed for the elementary, junior high, and senior high schools and for the Community Career Center for school dropouts and other out-of-school persons. Accomplishments included in-service programs for teachers, special vocational programs for the secondary grades, and the operation of a drop-in center for dropouts to offer information on educational and occupational planning. Conclusions and recommendations indicated that career education must coordinate with the existing curriculum and that teachers must have participation responsibilities in the development of the program. The evaluation report for this project is available as VT 020 442 in this issue. (MF)

ED 078 215 VT 020 442

Exemplary Vocational Education Program Based on Environmental Studies, K-14. Final FY2 Evaluation Report (Interim Project Report).

Educational Management Services, Inc., Minneapolis, Minn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 20 Jun 73

Grant—OEG-0-71-2396(361)

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Comparative Analysis, *Developmental Programs, Dropout Programs, Educational Coordination, Environmental Education, Inservice Teacher Education, *Measurement Instruments, Program Attitudes, *Program Evaluation, Resource Centers, *Vocational Education

Identifiers—*Minnesota

This document presents the evaluation plan and the evaluation activities and findings for the project described in VT 020 441 available in this issue. This project was designed to be an exemplary project using an environmental focus to establish career education in a Minnesota school district. Evaluation activities are divided into the components of management, in-service, and program. Under each component a number of evaluation activities are discussed. For the most part, evaluation consisted of documenting that the program was operational and that the staff was implementing proposal project strategies.

Based upon meetings with the project staff, site visits at the project schools, and review of the quarterly reports the evaluation team concluded that the project was well managed and that staff were generally familiar with and committed to project goals. It was found that, in practice, career education and environmental education were taught as separate entities. Teachers rated their experiential activities (e.g., shop experience) highly. Some changes in student attitudes toward occupations were documented by pre-post attitudinal inventories. Specific findings and recommendations are detailed in narrative and tabular form. (MF)

ED 078 216 VT 020 499

Fordey, H. L. Doshier, Dale

Instructional Guidelines. Welding.

Department of Justice, Washington, D.C. Federal Prison Industries, Inc.

Pub Date [73]

Note—218p.

Available from—Supervisor of Education, Federal Correctional Institution, Lompoc, CA 93438 (free until present supply is exhausted)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Correctional Rehabilitation, *Corrective Institutions, *Educational Programs, Metals, Metal Working Occupations, Prisoners, *Teaching Guides, *Trade and Industrial Education, *Welding

Using the standards of the American Welding Society and the American Society of Mechanical Engineers, this welding instructional guidelines manual presents a course of study in accordance with the current practices in industry. Intended for use in welding programs now practiced within the Federal Prison System, the phases of the program are designed for beginning and advanced students or metal workers interested in welding as a supplement to their trade. The guidelines are based on accepted practices of welding instruction, and encourage manipulative skills in using shielded arc electrodes. The guidelines also outline the process of oxyacetylene welding and cutting, gas tungsten-arc, and gas metal-arc welding. The lesson plans include suggested time allotment, an introduction to and illustration of the type of joint and welding position covered in the lesson, equipment and materials needed, and step-by-step procedures for accomplishing the lesson. (SB)

ED 078 217 VT 020 530

Hurwitz, Sidney N.

Habilitation of Deaf Young Adults. Final Report.

A Vocational Rehabilitation Program for the Deaf in a Comprehensive Vocational Facility, August 1, 1965 to July 31, 1970.

Jewish Employment and Vocational Service, St. Louis, Mo.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—SRS-14-55243-7; SRS-RD-1804-S

Pub Date Apr 71

Note—84p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 215 432, MF \$9.5, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment), Ancillary Services, *Deaf, *Demonstration Projects, Immaturity, Models, *Rehabilitation Programs, Social Immaturity, Vocational Education, *Vocational Rehabilitation

This 5-year project provides an organizational model for integrating, within a comprehensive rehabilitation agency, comparable services to post-school deaf, and developing program and techniques relevant to their special needs. It identifies and describes the characteristics of clientele and measures the effectiveness of service outcomes. The project employed 265 unmarried, post-school persons who were characterized by gross immaturity in personal, social, educational, and vocational attainments. Services attempted to provide new learning basic to urban social adjustment and new and corrective experiences for upgrading both social and vocational competencies. Over 90 percent completed their intramural evaluation and work preparedness programs, and more than two-thirds achieved employment in unskilled or semi-skilled jobs. Significant gains were noted in social performance. Methods of programing parallel to and jointly with pre-existing services proved viable

within the parent facility. Modifications necessary to accommodate deaf rehabilitation consisted primarily of staff with specialized communicational abilities, added dimensions of community support resources, and lengthened periods of service. (Author/SB)

ED 078 218 VT 020 539

Characteristics of Urban Enrollees Entering the Job Corps. Longitudinal Manpower Evaluation Studies.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Report No—OEO-LN-1228

Pub Date Nov 72

Note—77p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 215 637, MF \$9.5, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Family Background, *Individual Characteristics, *Longitudinal Studies, *Manpower Development, Manpower Utilization, Motivation, Socioeconomic Status, Unemployment, *Urban Areas, *Urban Youth, Youth Employment

Identifiers—*Job Corps

This paper is the first in a series describing the results of the Longitudinal Manpower Study, a national study of four major manpower programs as they operate in large urban areas. Included in the paper are data gained from the responses of 1,236 Job Corps enrollees concerning their reasons for joining the program, their demographic characteristics and handicaps to employment, and their job histories prior to program entry. Data analysis revealed that: (1) The typical Job Corps enrollee is a black male, 16 or 17 years old, (2) Friends and relatives play a strong role in the youth's decision to join the Job Corps, (3) Enrollees join the Job Corps in hopes of getting a better job, (4) The enrollees' families are somewhat larger with both parents more likely to be present, (5) Few enrollees report physical handicaps but many appear to be subject to other conditions which may restrict their choice of jobs, such as incomplete education and arrest record, and (6) Many enrollees experience a difficult time finding satisfactory work prior to entering the program. (SB)

ED 078 219 VT 020 541

Smith, Anita P. And Others

Wheelchair Project. A Program to Educate Personnel in the Transportation, Hotel and Restaurant, and Entertainment Industries in Improved Techniques for Serving Disabled People. Final Report.

American Rehabilitation Foundation, Minneapolis, Minn.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—SRS-12-55193-5

Pub Date 30 Apr 71

Note—170p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 215 146, MF \$9.5, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Educational Programs, *Employee Attitudes, Food Service Industry, Food Service Workers, Hotels, *Physically Handicapped, *Public Relations, Research Projects, *Service Workers, Tables (Data), Training Techniques, Transportation

Identifiers—*Wheelchair Project

In a project designed to train customer service personnel in improved methods of assisting the physically disabled, audio-visual training materials were developed and presented during 2-week courses involving 1,058 employees at transportation, hotel/restaurant, and entertainment centers in 25 cities. The participants judged the training program and materials to be relevant, needed, and contributive to the development of positive attitudes toward the physically disabled. In addition, management personnel in specific industries indicated willingness to participate in such projects provided local health and/or vocational rehabilitation agencies will work with them in planning and executing the training programs. Summary data tables and charts along with sample training materials are appended, and a bibliography of articles, books, films, handbooks, and directories plus film and publication

resources of the American Rehabilitation Foundation are provided. (Author/SB)

ED 078 220 VT 020 542
Census of Population, 1970. Weeks Worked, Class of Worker, Last Occupation of the Experienced Unemployed, and Labor Mobility for the United States: 1970. Supplementary Report.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No.—CENSUS-70-PC-SI-25
Pub Date 70

Note—4p.

Available from—National Technical Information Service, Springfield, VA 22151 (CENSUS-70-PC(sI)-25, MF \$95, See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Census Figures, *Labor Economics, *Labor Force, *Labor Force Non-participants, Occupational Information, *Occupational Mobility, Occupational Surveys, Unemployed

Highlighted in this report are data on the number of weeks worked in 1969, class of workers employed, former occupational classifications of unemployed workers, and labor mobility statistics for selected groups for the period between the years 1965 and 1970. Arrangement of the data is by urbanized area, other places of 10,000 or more, areas with populations of 2,500 to 10,000 and rural residence. Data used were extracted from table 104 of Final Report PC(1)-C1, General Social and Economic Characteristics, United States Summary, 1970 Census of Population. (Author/SN)

ED 078 221 VT 020 572
Research and Curriculum Development Coordinating Unit. Annual Report, 1971-72.

Puerto Rico State Dept. of Education, Hato Rey. Research and Curriculum Development Coordinating Unit.

Pub Date 30 Jun 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Curriculum Development, *Educational Planning, *Educational Research, Operations Research, Research and Development Centers, *Research Coordinating Units, *Research Projects, *Vocational Education

Identifiers—*Puerto Rico

This document highlights the activities and accomplishments of the Puerto Rican Research and Curriculum Development Coordinating Unit during the 1971-72 year. The Unit includes the following components: (1) Educational Research, (2) Curriculum Development, (3) Information and Dissemination, and (4) Planning and Evaluation. Included is information on the four components as well as descriptions of the projects and studies conducted. Proposed future activities are: (1) information gathering for planning and developing programs and projects, (2) development of an information system, (3) design and implementation of career education projects, (4) the conducting of needs assessment type activities to determine the feasibility of developing occupational education programs, (5) program and project evaluations, (6) curriculum development for regular and special programs, and (7) information dissemination. (SN)

ED 078 222 VT 020 579
Occupations of Employees on Utah Nonagricultural Payrolls 1960-1980.

Utah State Dept. of Employment Security, Salt Lake City.

Pub Date Jun 73

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employees, Employment Projections, Employment Statistics, *Employment Trends, *Labor Economics, Labor Force, *Manpower Needs, *Manpower Utilization, Occupational Surveys

Identifiers—*Utah

One of the responsibilities of the Utah Department of Employment Security is the development and dissemination of information concerning occupational manpower requirements. Highlighted in this document are the occupational employment data for employees in Utah's nonagricultural payrolls. Data entered on an occupational industry matrix obtained through survey responses and follow-up contacts formed the basis for

analyses. Employment projections include: (1) More than 119,400 new nonagricultural payroll jobs are expected in Utah between 1971 and 1980, (2) Professional, technical and managerial jobs are expected to increase by about 37 percent, by 1980, (3) Nonagricultural occupations will increase to more than 23 percent, (4) Clerical occupations are expected to grow by about 21,950, (5) Service occupations will increase by 46 percent, (6) Bench work occupations will increase by 52 percent, and (7) Agricultural, environmental, and industrial-technical occupations will increase by 27 percent. (Author/SN)

ED 078 223 VT 020 603
Ray, John R.

Development of an Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs. Final Report.

Tennessee Univ., Knoxville.

Spons Agency—Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Pub Date Jan 73

Note—312p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Componential Analysis, *Educational Programs, *Educational Quality, *Evaluation Criteria, *Models, Program Attitudes, *Program Evaluation, School Surveys, Secondary Schools, Self Evaluation, Vocational Education

Identifiers—*Tennessee

The purpose of this study was to establish a model for the evaluation of the quality of vocational education programs in Tennessee. A definition of educational quality was developed from a literature search and from a survey of teacher-educators and supervisory personnel. Principals of 54 secondary schools identified as having vocational education programs with quality characteristics were sent forms to be completed by their guidance counselors and teachers. Each respondent indicated the elements that he considered important to quality. From these data 20 quality components were established and 60 evaluative items (3 to measure each component) were developed to evaluate vocational programs. These items were then made part of an analysis of the degree of correlation between specific programs and the consensus "quality" program. Research teams collected data during site visits to 18 representative schools selected from the initial 54. Summaries of the responses and copies of the forms used are appended, along with a detailed analysis of all of the data. It was recommended that the proposed model be used in evaluating all vocational education programs in Tennessee and that graduates of these programs be followed up to keep the programs current. (MF)

ED 078 224 VT 020 661
National Task Bank. Tasks in Social Welfare and Rehabilitation Services, Administration, Money Payments.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Manpower Development and Training.

Pub Date Apr 73

Note—600p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Data Bases, Federal Aid, Job Analysis, Models, Personnel Management, Public Service Occupations, *Social Workers, *Staff Role, Staff Utilization, State Agencies, Systems Approach, *Task Analysis, *Welfare Agencies, Welfare Services

Identifiers—*National Task Bank

The National Task Bank of 547 tasks in the public welfare field was developed from tasks written by eight states and by the Social and Rehabilitation Service. This document describes the background and development of the bank and outlines the procedures used. The task bank illustrates 13 functional categories of data, people, and things for welfare agency personnel including professional social workers, paraprofessionals, and administrative and clerical workers. Within each category tasks were organized into sub-categories based on content and work flow and were coded for identification purposes, not for level of work. The bulk of the document consists of the task statements in a form similar to that of the Upjohn Task Bank cards. The bank does not provide complete coverage of the field. State agencies may need to develop new tasks or modify

those in the bank to fit their specific situations. Related documents are available as VT 020 662 and VT 020 663 in this issue. (MF)

ED 078 225 VT 020 662
Major Events Leading to Establishment of the National Task Bank.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Manpower Development and Training.

Pub Date Mar 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, *Experimental Programs, Federal Aid, Job Analysis, Personnel Management, Program Development, Public Service Occupations, *Social Workers, *Staff Role, Staff Utilization, State Agencies, Systems Approach, *Task Analysis, *Welfare Agencies, Welfare Services

This document describes how the plan for a National Task Bank evolved as part of an effort to encourage State and local public welfare agencies to adopt new approaches to staff planning and utilization. The task bank is an outgrowth of the application of systems approach and functional job analysis to agency management. Individualized data banks for specific tasks were developed by local agencies and each task was described on a Keysort card. The cards for all of the tasks provided a means of manipulating data at the operating level. Among the potential uses of the data bank are: (1) exchange of information among States, (2) planning for training and educational needs, (3) national program planning, (4) State manpower planning, and (5) standardization of language used to describe worker activities. As the initial input was relatively small, operations were begun in a manual mode rather than attempting to develop a more expensive automated system. The future of the program will depend on State and local agency activities in the area of functional job analysis, resulting in the generation of task statements, and on continued financial and administrative support from the Social and Rehabilitation Service. Related documents are available as VT 020 661 and VT 020 663 in this issue. (MF)

ED 078 226 VT 020 663
Holt, Ann M. And Others

Editing Manual for Use with the National Task Bank.

Upjohn (W.E.) Inst. for Employment Research, Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Manpower Development and Training.

Pub Date Apr 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, Job Analysis, Manuals, Public Service Occupations, *Social Workers, *Staff Role, Staff Utilization, Systems Approach, *Task Analysis, Technical Writing, *Welfare Agencies, Welfare Services

Identifiers—*National Task Bank

This manual contains guidelines for editing task statements written according to the principles and techniques of functional job analysis to be used in preparing input data to the National Task Bank. It does not include any descriptive matter about the task bank, which was developed to provide a model for State and local public welfare agencies through the application of systems approach and functional job analysis to agency management. Related documents are available as VT 020 661 and VT 020 662 in this issue. (MF)

ED 078 227 VT 020 691
Priest, Joseph And Others

Where to Find Job Services and Training in New Jersey.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 73

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission Criteria, Career Choice, Career Planning, *Directories, *Educational Opportunities, Employment Services, Indexes (Locators), *Job Training, *Post Secondary Education, *Vocational Education

Identifiers—*New Jersey

This directory is designed to help people locate job and vocational-technical training and education in New Jersey which require less than a baccalaureate degree for completion. Part I is an alphabetical listing of job or occupational titles, derived from the programs offered in New Jersey's public and private institutions. The names of the institutions along with the countries, cost ranges, high school diploma requirements, and whether or not programs are offered during the day, the evening, or both are included for each job title. Part II contains a listing of public and private institutions which offer vocational-technical training. A listing of course offerings, addresses, admission and other requirements, and names of persons to contact is provided for the institutions, which are listed according to the type of training institution or service agency (e.g., area vocational schools, private schools, and manpower development and training programs). Part III consists of miscellaneous programs and services that may be of use in choosing a career or in completing the requirements necessary to begin job training. Included is information concerning high school equivalency, public adult education, private correspondence schools, real

estate and insurance courses, vocational counseling centers, financial aid, and state employment service offices. An index of the institutions is provided. (SB)

ED 078 228

VT 020 702

O'Reilly, Patrick A.

Predicting the Stability of Expressed Occupational Choices of Secondary Students. Vocational-Technical Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.—VDS-Monogr-13

Pub Date May 73

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Career Choice, Critical Path Method, *Grade Point Average, High School Students, *Models, Occupational Aspiration, *Occupational Choice, Predictor Variables, Secondary Grades, Student Characteristics, Vocational Development, *Vo-

cational Education

Identifiers—*Vocational Development Study

Conducted as part of the Vocational Development Study project, this study utilized Path Analysis to develop, evaluate, and modify a model for predicting the stability of early expressed occupational choice of secondary students. Analysis of data from 550 students indicated that none of the 21 student characteristics investigated served as a denominator to separate those students who will express the same occupational choice throughout the secondary years from those who will not. The best indicator of stability of occupational choice throughout high school appeared to be stability of occupational choice from ninth to tenth grades. Of those students who chose the same occupation in both ninth and tenth grades, two thirds of them continued to choose the same occupation at twelfth grade. Several other student characteristics which increase the chances of stability of occupational choice include success in terms of grade point average, enrollment in a vocational curriculum, and vocational maturity. The student's socioeconomic background, sex, or level of occupational choice do not have an effect on stability of occupational choice. (Author/SB)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Ability

Ability Measurement: Conventional or Adaptive?
ED 077 933

Abstraction Levels

Frittered Away by Details: Some Thoughts on Teaching Specifics.
ED 077 007

Abstract Reasoning

On Redefining "Science" and "Technology" in Educational Objectives.
ED 077 666//

Abstracts

Career Education Bibliography. A Selected Listing of Abstracts from the National Multimedia Center for Basic Education.
ED 076 883//

Manpower Management Studies: Selected Abstracts.
ED 078 205

Manpower Research and Development Projects Sponsored by the U. S. Department of Labor, Manpower Administration.
ED 078 186

The Quality of Working Life: An Annotated Bibliography, 1957-1972.
ED 078 158

Summaries of Studies in Agricultural Education Pacific Region, 1971-72. An Annotated Bibliography of Studies in Agricultural Education.
ED 078 164

Young Children with Handicaps: Part IV, Resources: Directories, Newsletters, Bibliographies, and General Information. An Abstract Bibliography.
ED 077 579

Young Children with Handicaps: Part II, Physically Handicapped. An Abstract Bibliography.
ED 077 580

Academic Ability

Developing an Academic Ability Scale for the Kuder Occupational Interest Survey.
ED 078 000

Academic Achievement

Ability Measures--The Matching of Student Characteristics and Objectives to Institutional Mission.
ED 077 447

Academic Growth in Social Science, Humanities and Natural Science in Various Curriculum Groups.
ED 077 357

Beyond Jencks: The Myth of Equal Schooling.
ED 077 132

A Comparative Study of the Relationship of Locus of Control, the Vertical Organization of the Elementary School and Science Achievement.
ED 077 758//

A Comparison of Students' Achievement and Attitude Changes Resulting From a Laboratory and Non-Laboratory Approach to General Education Physical Science Courses.
ED 077 644//

A Comparison of the Ability to Read a Standardized Science Test and a Revised Standardized Science Test with the Test Results as Interpreted through Practice in the Schools.
ED 077 761//

Comparisons in College Biology Achievement Between the Audio-Tutorial and Conventional Methods of Instruction for Non-Science Majors.
ED 077 642//

Evaluation of an Environmental Science Laboratory Curriculum.
ED 077 757//

An Evaluation of the Alternate Programs in "Area C" at MacCorkindale School, 1971-72.
ED 077 954

Evaluation of the Office of Economic Opportunity's Performance Contracting Experiment. Report to the Congress.
ED 078 040

The Evolution of Educational Performance Contracting in Five School Districts, 1971-72. A Working Note.
ED 077 970

An Exploratory Study of the Audio-tutorial Approach in the Teaching of General Biology at the College Level.
ED 077 641//

The Extent to Which Pupils Manipulate Materials and Attainment of Process Skills in Elementary School Science.
ED 077 639//

Family Socialization and Educational Achievement in Two Cultures: Mexican-American and Anglo-American. Working Paper No. 58.
ED 077 813

Four Years After College Entry.
ED 077 329

Grade Point Average of Mexican American and Anglo College Students Attending the Same University.
ED 077 616

Instruction in Renal Physiology on a Minicomputer-Based Educational System.
ED 077 250

Investigation of a Creativity Dimension.
ED 078 019

Modern Elementary Science Curricula and Student Achievement.
ED 077 760//

NUSTEP, A Performance-Based Teacher Education Program: The First Four Years, 1969-1973.
ED 077 865

[Pupil Performance in Elementary Schools of Atlanta, Georgia.] Research and Development Report, Volume 6, Numbers 20-23, 28-29, 31-32, 40-41, and 46.
ED 078 111

Question Classification Instruction in a Human Behavior Unit.
ED 077 923

Race and Class as Differential Determinants of Underachievement and Underaspiration Among Mexican-Americans.
ED 077 612

The Relationship Between Grades and Two External Measures of Academic Achievement.
ED 077 396

A Report on the ESC [Empire State College] Testing Program.
ED 077 480

Academic Aspiration

Degree Plans of Entering Freshmen at University of South Carolina.
ED 077 462

Long Term Educational Attainment in the United States.
ED 077 452

Population Characteristics: Their Relationship to School and College Enrollments.
ED 077 456

Respondents and Non-Respondents Among Florida Twelfth Graders in Reporting Their Post-High School Plans.
ED 077 378//

Academic Education

Academic Planning for the Minority/Disadvantaged Student: Three Models for Change. A Report of the National Dissemination Project for the Community Colleges.
ED 077 491

Academic Enrichment

Man in the North Technical Paper. Education in the Canadian North, Report Two: Apprentice Teachers.
ED 077 621//

Academic Freedom

Tenure. Bibliographies in Education No. 33.
ED 077 863

Academic Performance

NUSTEP, A Performance-Based Teacher Education Program: The First Four Years, 1969-1973.

ED 077 865

Academic Rank (Professional)

Follow-Up of Applicants for Admission to Graduate Programs in Special Education. Occasional Paper #11.

ED 077 925

Stalemate or Progress: A Follow-up Survey on the Status of Women in New Jersey Higher Education.

ED 077 465

Academic Records

Acceptability of Non-Traditional Grading: Views of College and University Admission Officers and Prospective Employers.

ED 077 364

Marking and Reporting Pupil Progress. Research Summary 1970-71.

ED 077 875

Academic Standards

The Future of Voluntary Accreditation.

ED 077 309

Accident Prevention

Occupational Safety and Health Programs in Career Education.

ED 078 185

OSHA: Implications for Higher Education.

ED 077 435

Accounting

A Testing Program for Introductory Accounting.

ED 078 009

Accreditation (Institutions)

The Future of Voluntary Accreditation.

ED 077 309

Acculturation

History and Acculturation of the Dakota Indians.

ED 077 627

Achievement

Evaluation of the Influence of Multi-Level Reading Materials on the Achievement of Fifth Grade Elementary Science Pupils When Placed at Reading Level by an Informal Reading Inventory.

ED 077 646//

ITV in American Samoa--After Nine Years.

ED 077 189

The Problem of "Student Achievement" in Research on Teacher Effects.

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Achievement Gains

Low-Inference Observational Coding Measures and Teacher Effectiveness.

ED 077 879

NUSTEP, A Performance-Based Teacher Education Program: The First Four Years, 1969-1973.

ED 077 865

The Problem of "Student Achievement" in Research on Teacher Effects.

ED 077 876

Achievement Need

Like Mother, Like Daughter? A Study of the Socialization of Need for Achievement in Girls.

ED 077 586

Achievement Rating

The Problem of "Student Achievement" in Research on Teacher Effects.

ED 077 876

Achievement Tests

Academic Growth in Social Science, Humanities and Natural Science in Various Curriculum Groups.

ED 077 357

Accountability: Problems and Possibilities. Problems in Accountability and the Measurement of Pupils.

ED 077 949

California State Testing Program 1969-70. A District by District Analysis of Test Scores and Other School Factors.

ED 077 991

Educational Needs Assessment Program for Arizona.

The Elementary Education of Black and Chicano Children: An Iatrogenic Dilemma. Final Report.

ED 077 935

An Evaluation of a Modular System of Typing. Templeton Secondary School, 1972.

ED 078 034

Evaluation of DISTAR Programs in Learning Assistance Classes of Vancouver 1971-72.

ED 077 989

Individualized German Instruction at the College Level--A Second Evaluation.

ED 077 987

A Summary of an Assessment of Fourth and Sixth Grade Basic Skills.

ED 077 305

The Testing of Bicultural Children.

ED 077 990

The Testing of Bicultural Children.

ED 077 977

Action For Children's Television

Who Is Talking to Our Children? Third National Symposium on Children and Television, Yale University, New Haven, Connecticut, October 15-17, 1972.

ED 077 244

Action Programs (Community)

Directory of Environmental Organizations for Alaska, Idaho, Oregon, Washington, and the Province of British Columbia, February 1973.

ED 077 680

Activism

Academy or Battleground. Third Report of the Temporary Commission to Study the Causes of Campus Unrest.

ED 077 412

Institute for Nonviolent Social Change. Final Report.

ED 077 811

Political Activities of Colleges and Universities: Some Policy and Legal Implications.

ED 077 385

Adjustment (to Environment)

Habilitation of Deaf Young Adults. Final Report. A Vocational Rehabilitation Program for the Deaf in a Comprehensive Vocational Facility, August 1, 1965 to July 31, 1970.

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Administration

Conference on Administrative Planning for Allied Health Occupations. Final Report.

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Administrative Organization

1973 Consortium Directory

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Establishing Ombudsman Offices: Recent Experience in the United States.

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Administrative Personnel

A Comparative Analysis of Self-Perceived Roles of Black and Non-Black Administrators in Predominantly White Institutions of Higher Education.

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Evaluation.

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An Investigation of Department Heads at a State University.

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The Missions and Administration of the 1980 University Medical Center in the United States.

ED 077 369//

Significant Relationships Between Types of Trustee Boards and Their Decision Patterns in Public Four-Year Colleges and Universities.

ED 077 419

A Study of Incidents having an Impact on the Effectiveness of New and Experienced Presidents of Selected Colleges and Universities in the Midwest.

ED 077 377//

Administrative Policy

Evaluation of Merrimack Education Center's Project League 1972.

ED 077 858

Governors State University Needs Assessment Survey.

ED 078 014

Administrative Principles

Committees...A Key to Group Leadership. North Central Regional Extension Publication No. 18. NCRS -- 5 Leadership Series No. 1.

ED 076 881

Confidentiality of Student Records.

ED 077 113

Opinions of the Committee on Professional Ethics With Reference to the Code of Ethics of the Education Profession. 1969 Edition.

ED 077 897

Administrative Problems

Information Needs of State Directors of Vocational Education.

ED 078 129

A Study of Incidents having an Impact on the Effectiveness of New and Experienced Presidents of Selected Colleges and Universities in the Midwest.

ED 077 377//

Suggested Models for Solutions to Current Vocational Education Problems Developed by Students Enrolled in Education 438A, Fall Quarter.

ED 078 189

Administrator Attitudes

An Empirical Study of the Goals of Colleges and Universities as Perceived and Preferred by Faculty and Administration.

ED 077 424//

An Investigation of Department Heads at a State University.

ED 077 421

The Man in the Middle: How the Urban Secondary School Principal Sees His Role and Responsibilities. (l'Homme-Cible.)

ED 077 071

Relationship Between Attitudes and Characteristics of Student Teachers.

ED 077 922

A Survey of Attitudes Held By School Administrators Toward Blind Teacher Applicants.

ED 077 877

Administrator Education

An Academic Field Model for the Preparation of Educational Administrators.

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Competencies of the Secondary School Principal: A Need Assessment Study.

ED 077 137

Competency Based Educational Administration and Applications to Related Fields.

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Competency Development and the Methodology of College Teaching: A Model and Proposal.

ED 077 138

How Can a School District Launch a Meaningful Training Program for Its Administrative Staff?

ED 077 096

Selected Instructional Materials Judged Relevant to Educational Administration.

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Training for the Principals: Institution, Program, Professor.

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Administrator Evaluation

Competencies of the Secondary School Principal: A Need Assessment Study.

ED 077 137

Competency Based Educational Administration and Applications to Related Fields.

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Conditions and Responsibilities of Professional Employment in Higher Education.

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NewGate Model.

ED 076 871

Statewide Planning for Postsecondary Education: Conceptualization and Analysis of Relevant Information.

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Administrator Qualifications

Competency Based Educational Administration and Applications to Related Fields.

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On Selecting a Superintendent of Schools.

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Administrator Responsibility

The Development and Evaluation of One Strategy for Implementing Change in Schools.

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An Essay on Role Attrition: Three Studies of the Job of the Principal.

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Headmasters: in Theory and Practice.

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- The Man in the Middle: How the Urban Secondary School Principal Sees His Role and Responsibilities. (l'Homme-Cible.)
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- Statement of the Philosophy Underlying the Evaluation of Educational Personnel in the Walker-Grant Middle School. [Walker-Grant Middle School Fredericksburg, Virginia.]
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- A Comparative Analysis of Self-Perceived Roles of Black and Non-Black Administrators in Predominantly White Institutions of Higher Education.
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- The Racial Integration Model and Minority Administrators.
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- Role of the Department/Division Chairman in the Community College. A Report of a Conference at Sam Houston State University Community Junior College Graduate Program, July 31-August 1, 1972.
ED 077 482
- The Role of the Elementary School Principal. Educational Management Review Series Number 19.
ED 077 127
- Significant Relationships Between Types of Trustee Boards and Their Decision Patterns in Public Four-Year Colleges and Universities.
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- Why They Don't Show in August.
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- Admission Criteria**
- Selection for University in Scotland.
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- The Suitability of the College Level Examination Program (CLEP) for Admitting Vocational Education Teachers to Graduate Schools of Education in the State Universities of Florida. Final Report.
ED 077 420
- Suitability of Using Common Selection Test Standards for Negro and White Airmen.
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- Admissions Counselors**
- Acceptability of Non-Traditional Grading: Views of College and University Admission Officers and Prospective Employers.
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- Adolescent Literature**
- "Literary Models for Adolescent Behavior." Literature in the Secondary School Program.
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- Adolescents**
- The Greening of the High School. A Report on a Conference.
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- A Guide for the Management of Special Education Programs. I.O Program Organization. Newday Operations Guide for Drug Dependent Minor Programs.
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- A Guide for the Management of Special Education Programs. 4.0 Drug Information for Educators, Parents, and Students. Newday Operations Guide for Drug Dependent Minor Programs.
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- Some Factors Influencing Dairy Practice Adoption by Grade A Milk Producers in Selected Tennessee Counties. A Research Summary of a Graduate Study.
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- Adult Education**
- Educating Adults in Family Planning.
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- Environmental Quality and the Citizen. A Teaching Guide for Adult Education Courses Related to the Environment.
ED 077 691
- National Advisory Council on Extension and Continuing Education, Pursuant to Public Law 89-329. Sixth Annual Report. Message from the President of the United States Transmitting the Sixth Annual Report of the National Advisory Council on Extension and Continuing Education; Ninety-Second Congress, Second Session.
ED 076 863
- Television for Higher Technical Education of Workers. Final Report On a Pilot Project in Poland. Reports and Papers on Mass Communication Number 67.
ED 077 226
- Adult Education Programs**
- Continuing Education of Women, Report of a Seminar (Toronto, Canada, March 1, 2, 3, 1973).
ED 076 869
- The Educational and Scientific Aid Programme of the Federal Republic of Germany.
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- How to Improve Adult Education in Your Church.
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- A One-Year Follow-Up Study of the Thirty-Seven Graduates Class of 1972 of the Jackson County Adult Evening High School Completion Program.
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- Program IMPACT: Community Service and Continuing Education, Higher Education Act of 1965 -- Title I. South Carolina Fiscal Year 1972. Annual Report.
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- Program IMPACT: Community Service and Continuing Education Under Title I of the Higher Education Act of 1965. Seventh Annual Report.
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- Swedish Ministry of Education Press Communication (Government Bill 1973:54).
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- Adult Educators**
- Microville: A Simulation-Gaming Device Design to Instruct Leaders of Adult Education in the Community-Wide Program Development Process.
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- Advisory Committees**
- FLES: Projections into the Future. A Report by the FLES Committee of the American Association of Teachers of French.
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- New York State Advisory Council on Vocational Education First Annual Report, Fiscal Year 1970.
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- Puerto Rico Third Annual Evaluation Report, Fiscal Year 1972.
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- Information for Teachers (Including Classroom Activities), Skylab Student Project.
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- Aerospace Technology**
- Space for Mankind's Benefit.
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- Aesthetic Education**
- Report of the Aesthetic Education Center (American Educational Theatre Association Convention, Chicago, Illinois, August, 1971).
ED 077 035
- Research Design in the Arts: Suggested Approaches and an Illustration.
ED 077 011
- The Role of Aesthetic Theory in (Mass) Communications Theory.
ED 077 047
- Aesthetic Judgment**
- The Effects of Feedback and Selected Personality Variables on Aesthetic Judgment.
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- Affective Behavior**
- Kentucky Educational Needs Assessment Study Outline. Phase II: Condensed Report.
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- The Quantification of Subjective Data for Evaluation of Affective Experiences.
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- Affiliation Need**
- Like Mother, Like Daughter? A Study of the Socialization of Need for Achievement in Girls.
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- Affirmative Action Plan**
- Availability (sic) Pools as the Basis for Affirmative Action.
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- Black Studies in Retrospect: A Report on the Danforth Foundation's Program of Postgraduate Black Studies Fellowships.
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- Classroom Practices in Teaching English, 1969-1970. Focus: Minorities: Communicating the Dream's Responsibility.
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- The Development of African and Afro-American Studies: A Consortium Approach.
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- African Culture**
- Towards an African Literature: The Emergence of Literary Form in Xhosa.
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- African Literature**
- Towards an African Literature: The Emergence of Literary Form in Xhosa.
ED 076 987//
- Age Differences**
- The Effect of Auditory Dimensional Preference on the Auditory Discrimination Performance of Children. Institute Report No. 105.
ED 076 953
- Agency Role**
- The Challenge of the Environment: A Primer on EPA's Statutory Authority.
ED 077 703
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Study for Agricultural Engineering Development in Brazil. Summary Report of Joint Study Group on Agricultural Engineering in Brazil (July 24-August 12, 1972). ED 078 143//
- Agricultural Research Projects**
Summaries of Studies in Agricultural Education Pacific Region, 1971-72. An Annotated Bibliography of Studies in Agricultural Education. ED 078 164
- Agricultural Skills**
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The Evaluation of Unitary & Central Type Air-Conditioning Systems in Selected Florida Schools. ED 077 088
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Automated Pilot Performance Assessment in the T-37: A Feasibility Study. Final Report (May 1968-April 1971). ED 077 230
- Air Pollution Control**
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Organizing the Alabama State Junior College System for the Seventies. ED 077 502
- Alaska**
Evaluation of Non-Traditional Instruction in Southeastern Alaska Indian School. ED 078 081
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PS — Early Childhood Education
RC — Rural Education and Small Schools
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SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
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EC051882	ED077160	EM011248	ED077257//	HE004141	ED077353	HE004280	ED077451	L1004374	ED077547
EC051883	ED077161			HE004142	ED077354	HE004282	ED077452	L1004375	ED077548
EC051924	ED077162	FL003411	ED077258	HE004143	ED077355	HE004283	ED077453	L1004376	ED077549
EC051926	ED077163	FL003553	ED077259//	HE004144	ED077356	HE004284	ED077454	L1004377	ED077550
EC051939	ED077164	FL003690	ED077260	HE004152	ED077357	HE004285	ED077455		
EC051940	ED077165	FL003691	ED077261	HE004153	ED077358	HE004287	ED077456	PS006465	ED077551//
EC052005	ED077166	FL003727	ED077262	HE004154	ED077359	HE004288	ED077457	PS006472	ED077552
EC052006	ED077167	FL003753	ED077263	HE004155	ED077360	HE004291	ED077458	PS006473	ED077553
EC052007	ED077168	FL003767	ED077264	HE004156	ED077361//	HE004292	ED077459	PS006475	ED077554
EC052008	ED077169	FL003784	ED077265	HE004157	ED077362	HE004293	ED077460	PS006476	ED077555
EC052009	ED077170	FL003790	ED077266	HE004158	ED077363	HE004295	ED077461	PS006477	ED077556
EC052037	ED077171	FL003809	ED077267	HE004159	ED077364	HE004297	ED077462	PS006478	ED077557
EC052038	ED077172	FL003828	ED077268	HE004160	ED077365	HE004297	ED077463	PS006479	ED077558
EC052039	ED077173	FL003838	ED077269	HE004161	ED077366	HE004298	ED077464	PS006481	ED077559//
EC052040	ED077174	FL003849	ED077270	HE004163	ED077367	HE004299	ED077465	PS006484	ED077560
EC052041	ED077175	FL003850	ED077271	HE004164	ED077368	HE004301	ED077466	PS006485	ED077561
EC052042	ED077176	FL003860	ED077272	HE004166	ED077369//	HE004303	ED077467	PS006486	ED077562
EC052043	ED077177	FL003923	ED077273//	HE004167	ED077370	HE004304	ED077468	PS006487	ED077563
EC052044	ED077178	FL003939	ED077274//	HE004168	ED077371	HE004306	ED077469	PS006488	ED077564
EC052045	ED077179	FL003965	ED077275	HE004169	ED077372//	HE004307	ED077470	PS006489	ED077565
		FL003966	ED077276	HE004170	ED077373	HE004309	ED077471	PS006491	ED077566
EM010230	ED077180//	FL003967	ED077277	HE004171	ED077374	HE004310	ED077472	PS006492	ED077567
EM010245	ED077181//	FL003993	ED077278	HE004172	ED077375	HE004314	ED077473	PS006493	ED077568
EM011010	ED077182	FL003975	ED077279	HE004173	ED077376	HE004315	ED077474	PS006494	ED077569
EM011019	ED077183	FL003988	ED077280	HE004174	ED077377//	HE004323	ED077475	PS006496	ED077570
EM011022	ED077184	FL003990	ED077281//	HE004175	ED077378//	HE004396	ED077476	PS006497	ED077571
EM011059	ED077185	FL003991	ED077282//	HE004176	ED077379//	HE004453	ED077477	PS006498	ED077572
EM011061	ED077186	FL004016	ED077283//	HE004178	ED077380	HE004474	ED077478	PS006499	ED077573
EM011063	ED077187	FL004079	ED077284	HE004179	ED077381	HE004475	ED077479	PS006500	ED077574
EM011064	ED077188	FL004082	ED077285	HE004185	ED077382//	HE004476	ED077480	PS006501	ED077575
EM011066	ED077189	FL004083	ED077286	HE004186	ED077383			PS006502	ED077576
EM011067	ED077190	FL004100	ED077287	HE004188	ED077384	JC730119	ED077481	PS006503	ED077577
EM011070	ED077191	FL004101	ED077288	HE004189	ED077385	JC730120	ED077482	PS006507	ED077578
EM011073	ED077192	FL004107	ED077289	HE004190	ED077386	JC730121	ED077483	PS006535	ED077579
EM011075	ED077193	FL004108	ED077290	HE004191	ED077387	JC730122	ED077484	PS006536	ED077580
EM011076	ED077194//	FL004118	ED077291	HE004192	ED077388	JC730123	ED077485	PS006549	ED077581
EM011077	ED077195	FL004120	ED077292	HE004193	ED077389	JC730124	ED077486	PS006558	ED077582
EM011078	ED077196	FL004134	ED077293//	HE004194	ED077390	JC730125	ED077487	PS006569	ED077583
EM011079	ED077197//	FL004151	ED077294	HE004195	ED077391	JC730126	ED077488	PS006573	ED077584
EM011080	ED077198	FL004169	ED077295	HE004196	ED077392//	JC730127	ED077489	PS006574	ED077585
EM011082	ED077199	FL004170	ED077296	HE004197	ED077393//	JC730128	ED077490	PS006575	ED077586
EM011084	ED077200	FL004175	ED077297	HE004198	ED077394	JC730129	ED077491	PS006576	ED077587
EM011085	ED077201	FL004189	ED077298	HE004201	ED077395	JC730130	ED077492	PS006577	ED077588
EM011086	ED077202	FL004191	ED077299	HE004202	ED077396	JC730131	ED077493	PS006578	ED077589
EM011087	ED077203	FL004214	ED077300	HE004203	ED077397	JC730132	ED077494	PS006579	ED077590
EM011088	ED077204//	FL004287	ED077301	HE004204	ED077398	JC730133	ED077495	PS006580	ED077591
EM011089	ED077205	FL004378	ED077302	HE004205	ED077399	JC730134	ED077496	PS006581	ED077592
EM011092	ED077206	FL004379	ED077303	HE004206	ED077400	JC730135	ED077497	PS006582	ED077593
EM011094	ED077207	FL004380	ED077304	HE004207	ED077401	JC730136	ED077498	PS006583	ED077594
EM011095	ED077208	FL004424	ED077305	HE004208	ED077402	JC730137	ED077499	PS006584	ED077595
EM011096	ED077209//			HE004209	ED077403	JC730138	ED077500	PS006585	ED077596
EM011098	ED077210//	HE003624	ED077306	HE004210	ED077404	JC730139	ED077501	PS006586	ED077597
EM011103	ED077211	HE003770	ED077307//	HE004211	ED077405	JC730140	ED077502	PS006593	ED077598
EM011104	ED077212	HE003830	ED077308	HE004212	ED077406	JC730141	ED077503	PS006602	ED077599//
EM011107	ED077213	HE003891	ED077309	HE004213	ED077407	JC730143	ED077504	PS006612	ED077600
EM011108	ED077214	HE003993	ED077310	HE004214	ED077408	JC730144	ED077505		
EM011110	ED077215	HE003994	ED077311	HE004217	ED077409//	JC730145	ED077506	RC003915	ED077601
EM011111	ED077216	HE003995	ED077312	HE004218	ED077410	JC730146	ED077507	RC007018	ED077602
EM011114	ED077217	HE003999	ED077313	HE004219	ED077411	JC730147	ED077508	RC007019	ED077603
EM011115	ED077218//	HE004009	ED077314	HE004220	ED077412	JC730148	ED077509	RC007020	ED077604

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RC007021	ED077605	SE016151	ED077702	SO005659	ED077799	SP006593	ED077896	TM002805	ED077993
RC007022	ED077606	SE016152	ED077703	SO005665	ED077800//	SP006594	ED077897	TM002806	ED077994
RC007025	ED077607	SE016154	ED077704	SO005666	ED077801	SP006596	ED077898	TM002807	ED077995
RC007026	ED077608	SE016155	ED077705	SO005674	ED077802	SP006597	ED077899	TM002808	ED077996
RC007027	ED077609	SE016156	ED077706	SO005676	ED077803	SP006598	ED077900	TM002809	ED077997
RC007028	ED077610	SE016157	ED077707//	SO005678	ED077804	SP006599	ED077901	TM002810	ED077998
RC007031	ED077611	SE016245	ED077708	SO005679	ED077805	SP006600	ED077902	TM002811	ED077999
RC007032	ED077612	SE016246	ED077709	SO005680	ED077806	SP006601	ED077903	TM002812	ED078000
RC007034	ED077613	SE016247	ED077710	SO005681	ED077807	SP006603	ED077904	TM002813	ED078001
RC007036	ED077614	SE016248	ED077711	SO005685	ED077808	SP006604	ED077905	TM002814	ED078002
RC007037	ED077615	SE016249	ED077712	SO005696	ED077809	SP006605	ED077906	TM002815	ED078003
RC007042	ED077616	SE016250	ED077713	SO005699	ED077810	SP006606	ED077907	TM002816	ED078004
RC007043	ED077617	SE016251	ED077714	SO005704	ED077811	SP006607	ED077908	TM002817	ED078005
RC007044	ED077618	SE016252	ED077715	SO005705	ED077812	SP006608	ED077909	TM002818	ED078006
RC007045	ED077619	SE016253	ED077716	SO005706	ED077813	SP006609	ED077910	TM002819	ED078007
RC007046	ED077620//	SE016254	ED077717//	SO005737	ED077814	SP006610	ED077911	TM002820	ED078008
RC007047	ED077621//	SE016255	ED077718//	SO005741	ED077815	SP006612	ED077912	TM002821	ED078009
RC007048	ED077622//	SE016256	ED077719	SO005797	ED077816	SP006613	ED077913	TM002822	ED078010
RC007049	ED077623	SE016258	ED077720	SO005801	ED077817	SP006615	ED077914	TM002823	ED078011
RC007050	ED077624	SE016261	ED077721	SO005802	ED077818	SP006618	ED077915	TM002824	ED078012
RC007051	ED077625	SE016262	ED077722	SO005806	ED077819	SP006619	ED077916	TM002825	ED078013
RC007052	ED077626	SE016280	ED077723	SO005807	ED077820//	SP006620	ED077917	TM002826	ED078014
RC007055	ED077627	SE016281	ED077724	SO005809	ED077821	SP006623	ED077918	TM002827	ED078015
RC007056	ED077628	SE016282	ED077725	SO005832	ED077822	SP006624	ED077919	TM002828	ED078016
RC007057	ED077629	SE016283	ED077726	SO005835	ED077823	SP006625	ED077920	TM002831	ED078017
RC007058	ED077630//	SE016284	ED077727	SO005836	ED077824	SP006626	ED077921	TM002833	ED078018
RC007059	ED077631//	SE016285	ED077728	SO005843	ED077825	SP006627	ED077922	TM002834	ED078019
RC007060	ED077632	SE016286	ED077729	SO005848	ED077826	SP006630	ED077923	TM002835	ED078020
RC007061	ED077633	SE016287	ED077730	SO005849	ED077827//	SP006631	ED077924	TM002836	ED078021
RC007062	ED077634	SE016289	ED077731	SO005851	ED077828//	SP006633	ED077925	TM002837	ED078022
RC007063	ED077635	SE016290	ED077732	SO005876	ED077829	SP006634	ED077926	TM002838	ED078023
RC007064	ED077636	SE016291	ED077733	SO005877	ED077830			TM002839	ED078024//
RC007070	ED077637//	SE016292	ED077734	SO005886	ED077831			TM002840	ED078025//
RC007074	ED077638	SE016295	ED077735	SO005887	ED077832			TM002841	ED078026
		SE016296	ED077736	SO005911	ED077833			TM002842	ED078027//
SE014322	ED077639//	SE016297	ED077737	SO005912	ED077834//			TM002843	ED078028//
SE014341	ED077640//	SE016298	ED077738	SO005932	ED077835			TM002844	ED078029//
SE014352	ED077641//	SE016299	ED077739	SO006106	ED077836			TM002845	ED078030//
SE014360	ED077642//	SE016300	ED077740	SO006107	ED077837			TM002846	ED078031
SE014371	ED077643//	SE016301	ED077741//	SO006108	ED077838			TM002847	ED078032//
SE014629	ED077644//	SE016302	ED077742//					TM002848	ED078033//
SE014669	ED077645//	SE016303	ED077743//	SP006044	ED077839//			TM002849	ED078034
SE014675	ED077646//	SE016304	ED077744//	SP006048	ED077840			TM002850	ED078035
SE014677	ED077647//	SE016305	ED077745//	SP006064	ED077841//			TM002851	ED078036
SE014995	ED077648	SE016306	ED077746//	SP006099	ED077842//			TM002852	ED078037
SE015029	ED077649//	SE016307	ED077747//	SP006124	ED077843//			TM002853	ED078038
SE015075	ED077650//	SE016308	ED077748//	SP006125	ED077844//			TM002854	ED078039
SE015107	ED077651//	SE016309	ED077749//	SP006126	ED077845//			TM002855	ED078040
SE015119	ED077652//	SE016310	ED077750//	SP006151	ED077846//			TM002856	ED078041
SE015165	ED077653	SE016311	ED077751//	SP006153	ED077847			TM002857	ED078042
SE015368	ED077654//	SE016312	ED077752//	SP006155	ED077848//			TM002858	ED078043
SE015498	ED077655	SE016314	ED077753//	SP006179	ED077849			TM002859	ED078044
SE015656	ED077656	SE016315	ED077754//	SP006341	ED077850			TM002860	ED078045
SE015658	ED077657//	SE016317	ED077755//	SP006411	ED077851//			TM002861	ED078046
SE015659	ED077658//	SE016320	ED077756//	SP006412	ED077852//			TM002862	ED078047//
SE015660	ED077659//	SE016336	ED077757//	SP006413	ED077853//			TM002863	ED078048//
SE015661	ED077660//	SE016338	ED077758//	SP006414	ED077854//			TM002864	ED078049//
SE015662	ED077661//	SE016344	ED077759//	SP006415	ED077855//			TM002865	ED078050
SE015663	ED077662//	SE016345	ED077760//	SP006416	ED077856//			TM002866	ED078051
SE015664	ED077663//	SE016371	ED077761//	SP006428	ED077857			TM002867	ED078052
SE015665	ED077664//	SE016375	ED077762//	SP006484	ED077858			TM002868	ED078053
SE015701	ED077665//	SE016394	ED077763//	SP006509	ED077859			TM002869	ED078054
SE015766	ED077666//	SE016400	ED077764//	SP006512	ED077860			TM002870	ED078055
SE015767	ED077667//	SE016401	ED077765//	SP006527	ED077861			TM002871	ED078056
SE015768	ED077668//	SE016403	ED077766//	SP006529	ED077862			TM002872	ED078057
SE015769	ED077669//	SE016404	ED077767	SP006530	ED077863			TM002873	ED078058
SE015772	ED077670//	SE016405	ED077768	SP006531	ED077864			TM002874	ED078059
SE015802	ED077671	SE016408	ED077769	SP006532	ED077865			TM002875	ED078060
SE015814	ED077672	SE016409	ED077770	SP006536	ED077866			TM002876	ED078061
SE015897	ED077673	SE016410	ED077771	SP006539	ED077867//			TM002877	ED078062
SE015930	ED077674	SE016412	ED077772	SP006545	ED077868			TM002878	ED078063
SE016013	ED077675	SE016413	ED077773	SP006549	ED077869			TM002879	ED078064
SE016024	ED077676//	SE016417	ED077774	SP006550	ED077870			TM002880	ED078065
SE016034	ED077677//	SE016429	ED077775	SP006551	ED077871			TM002881	ED078066
SE016035	ED077678	SE016442	ED077776	SP006553	ED077872			TM002882	ED078067
SE016036	ED077679			SP006554	ED077873			TM002883	ED078068
SE016090	ED077680	SO001712	ED077777	SP006555	ED077874			TM002884	ED078069
SE016091	ED077681	SO004347	ED077778	SP006556	ED077875			TM002885	ED078070
SE016093	ED077682	SO004349	ED077779	SP006557	ED077876			TM002886	ED078071
SE016109	ED077683	SO004797	ED077780//	SP006558	ED077877			TM002887	ED078072
SE016121	ED077684	SO005049	ED077781//	SP006559	ED077878			TM002888	ED078073
SE016124	ED077685	SO005551	ED077782	SP006560	ED077879			TM002889	ED078074
SE016125	ED077686	SO005619	ED077783	SP006561	ED077880			TM002890	ED078075
SE016126	ED077687	SO005624	ED077784	SP006562	ED077881			TM002891	ED078076
SE016127	ED077688	SO005627	ED077785	SP006563	ED077882			TM002892	ED078077
SE016128	ED077689	SO005633	ED077786	SP006564	ED077883			TM002893	ED078078
SE016129	ED077690	SO005639	ED077787	SP006565	ED077884			TM002894	ED078079
SE016130	ED077691	SO005640	ED077788	SP006569	ED077885			TM002895	ED078080
SE016131	ED077692	SO005641	ED077789	SP006570	ED077886			TM002896	ED078081
SE016132	ED077693	SO005642	ED077790	SP006571	ED077887			TM002897	ED078082
SE016139	ED077694	SO005643	ED077791	SP006573	ED077888			TM002898	ED078083
SE016140	ED077695	SO005644	ED077792	SP006574	ED077889			TM002899	ED078084
SE016141	ED077696	SO005647	ED077793	SP006576	ED077890			TM002900	ED078085
SE016142	ED077697	SO005649	ED077794	SP006577	ED077891			TM002901	ED078086
SE016143	ED077698	SO005654	ED077795	SP006578	ED077892			TM002902	ED078087
SE016148	ED077699	SO005655	ED077796	SP006579	ED077893			TM002903	ED078088
SE016149	ED077700	SO005657	ED077797	SP006581	ED077894			TM002904	ED078089
SE016150	ED077701	SO005658	ED077798	SP006591	ED077895			TM002905	ED078090
								TM002804	ED077992

TM002911	ED078091	UD013651	ED078118	VT020228	ED078145//	VT020341	ED078173	VT020398	ED078201
TM002912	ED078092	UD013653	ED078119	VT020236	ED078146//	VT020343	ED078174//	VT020399	ED078202
TM002913	ED078093	UD013656	ED078120	VT020238	ED078147//	VT020344	ED078175	VT020400	ED078203
TM002914	ED078094	UD013657	ED078121	VT020239	ED078148//	VT020345	ED078176	VT020401	ED078204//
TM002915	ED078095	UD013659	ED078122	VT020312	ED078149	VT020346	ED078177	VT020404	ED078205
TM002916	ED078096	UD013689	ED078123	VT020313	ED078150	VT020347	ED078178	VT020405	ED078206
TM002917	ED078097			VT020314	ED078151	VT020349	ED078179	VT020406	ED078207
		VT018408	ED078124	VT020315	ED078152	VT020350	ED078180	VT020409	ED078208
UD013557	ED078098	VT018692	ED078125	VT020316	ED078153	VT020351	ED078181	VT020436	ED078209//
UD013563	ED078099	VT018693	ED078126	VT020317	ED078154	VT020352	ED078182	VT020437	ED078210//
UD013589	ED078100	VT018715	ED078127	VT020318	ED078155	VT020356	ED078183//	VT020438	ED078211//
UD013590	ED078101	VT018973	ED078128	VT020319	ED078156	VT020360	ED078184	VT020439	ED078212//
UD013591	ED078102	VT019096	ED078129	VT020320	ED078157	VT020361	ED078185	VT020440	ED078213//
UD013592	ED078103	VT019646	ED078130	VT020322	ED078158	VT020362	ED078186	VT020441	ED078214
UD013593	ED078104	VT019768	ED078131	VT020323	ED078159	VT020363	ED078187	VT020442	ED078215
UD013594	ED078105	VT019926	ED078132	VT020324	ED078160//	VT020365	ED078188//	VT020499	ED078216
UD013595	ED078106	VT019995	ED078133//	VT020325	ED078161	VT020366	ED078189	VT020530	ED078217//
UD013597	ED078107	VT020025	ED078134	VT020326	ED078162	VT020384	ED078190	VT020539	ED078218//
UD013618	ED078108//	VT020109	ED078135//	VT020327	ED078163	VT020385	ED078191	VT020541	ED078219//
UD013619	ED078109	VT020139	ED078136	VT020328	ED078164	VT020386	ED078192	VT020542	ED078220//
UD013643	ED078110	VT020142	ED078137	VT020329	ED078165//	VT020387	ED078193//	VT020572	ED078221
UD013644	ED078111	VT020152	ED078138	VT020330	ED078166	VT020389	ED078194	VT020579	ED078222
UD013645	ED078112	VT020163	ED078139//	VT020335	ED078167	VT020390	ED078195	VT020603	ED078223
UD013646	ED078113//	VT020176	ED078140	VT020336	ED078168	VT020392	ED078196	VT020661	ED078224
UD013647	ED078114	VT020212	ED078141	VT020337	ED078169//	VT020393	ED078197//	VT020662	ED078225
UD013648	ED078115	VT020219	ED078142	VT020338	ED078170	VT020394	ED078198//	VT020663	ED078226
UD013649	ED078116	VT020220	ED078143//	VT020339	ED078171	VT020395	ED078199	VT020691	ED078227
UD013650	ED078117	VT020221	ED078144//	VT020340	ED078172	VT020396	ED078200	VT020702	ED078228

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through September 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g. student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES (OF SOCIETY)

Futuristics

USE FUTURES (OF SOCIETY)

Futurology

USE FUTURES (OF SOCIETY)

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which

combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

Iron Deficiency Anemia

USE ANEMIA

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030

UF Format (publications)

LEAD POISONING 250

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

UF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.

UF Classical Mechanics

MERIT PAY 220

MEXICANS 380

SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310

SN Behavioral effect on the learner resulting from the observation of a model.

UF Imitative Learning

OPEN EDUCATION 140

UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480

UF International Peace
World Peace

PEER COUNSELING 090

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PROPERTY TAXES 230

UF Ad Valorem Tax

PUNISHMENT 310

PUPPETRY 030

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—include functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

Sickle Cell Anemia

USE ANEMIA

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TEACHER DISCIPLINE 020**

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

SN Period of time in which no positive

reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

WAR 480

UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.

UF Litter
Refuse

WOMENS STUDIES 110

SN An academic discipline that incorporates courses about women either separately or as a field of study.

UF Female Studies

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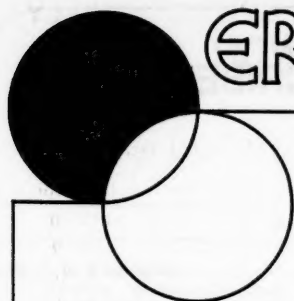
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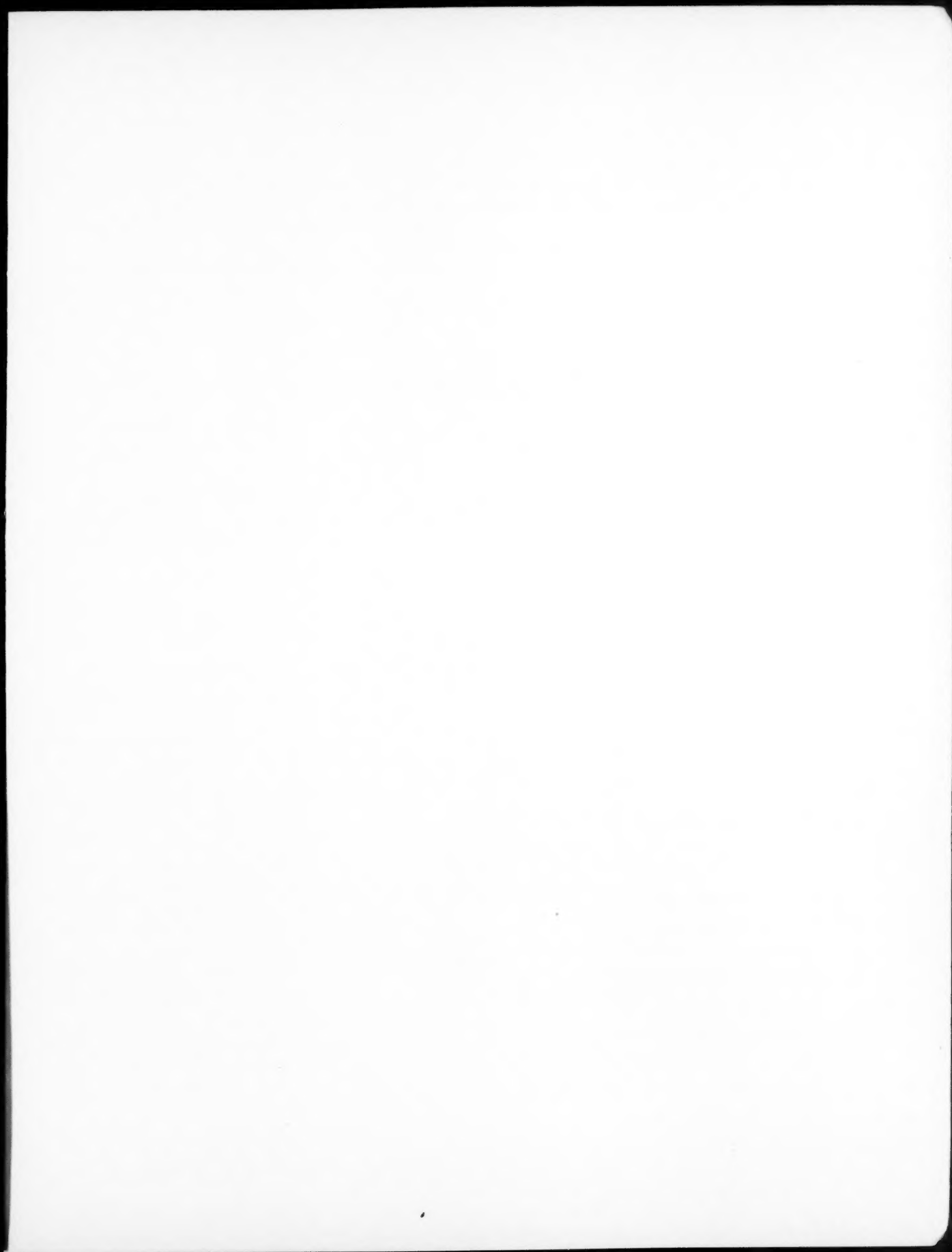
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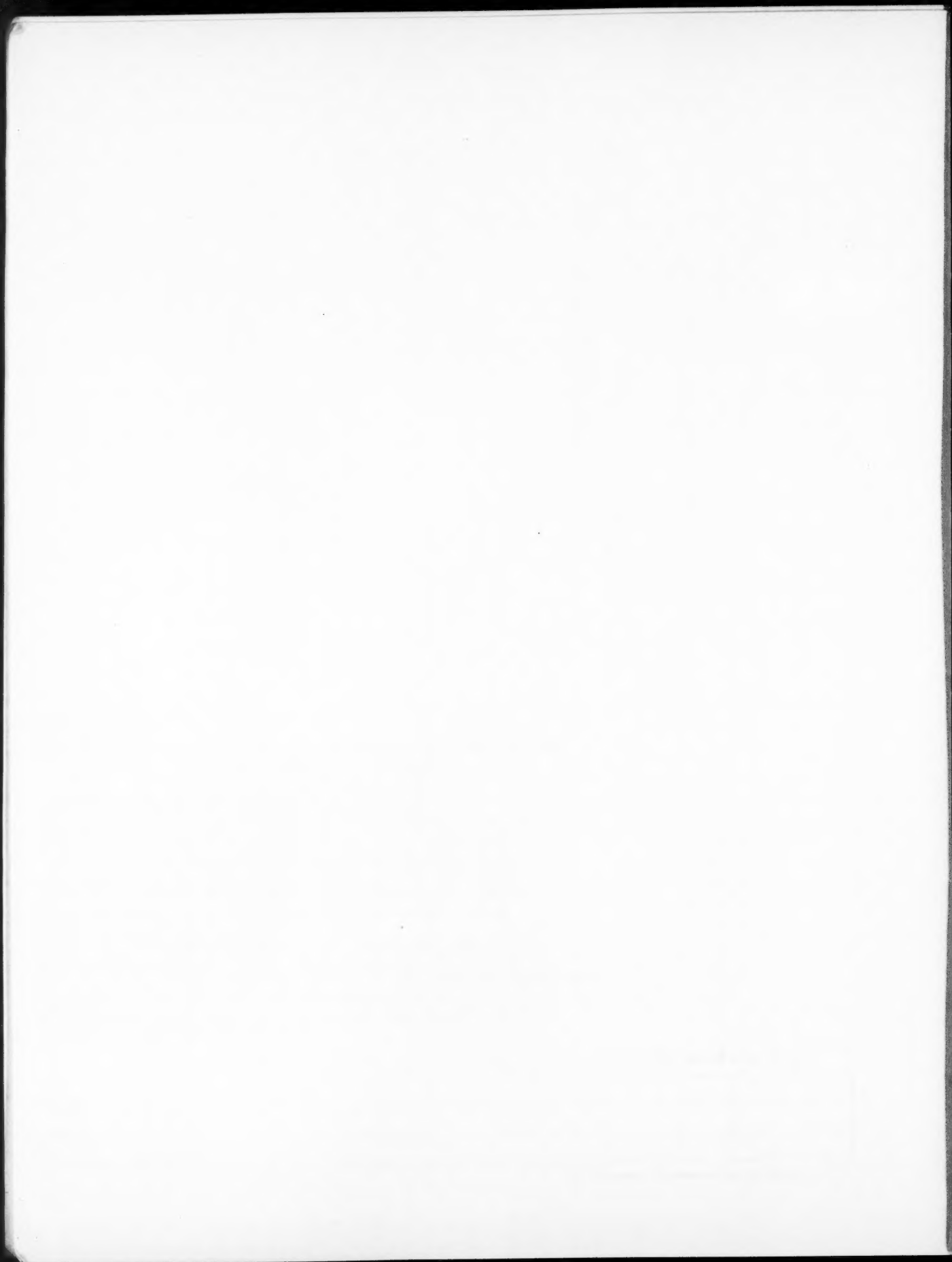
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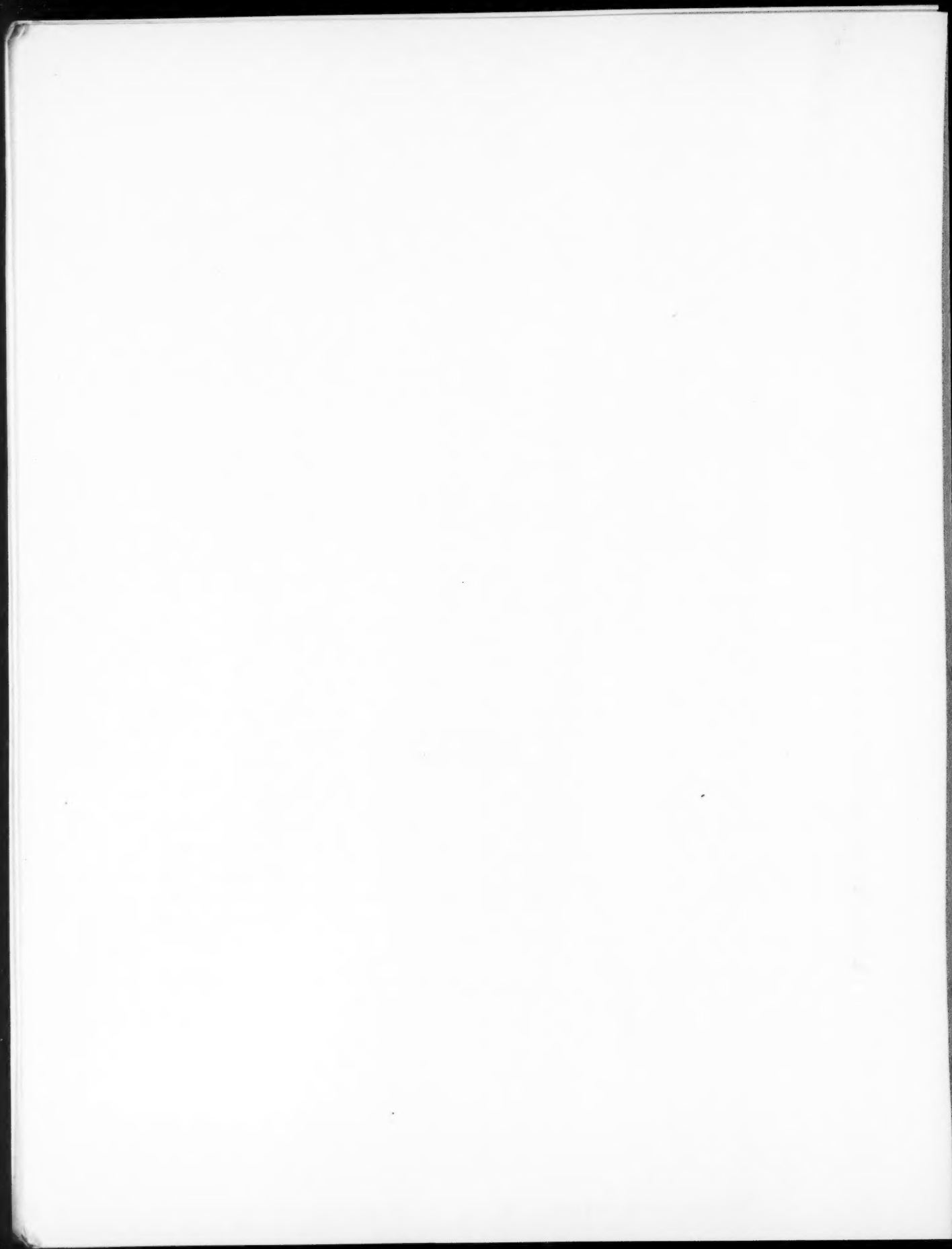
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EXCEPTIONAL CHILDREN

The Council for Exceptional Children
Jefferson Plaza No. 1, Suite 900
1411 South Jefferson Davis Highway
Arlington, Va. 22202

HIGHER EDUCATION

George Washington University
One Dupont Circle, N W, Suite 630
Washington, D.C. 20036

JUNIOR COLLEGES

University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, Calif. 90024

LANGUAGES AND LINGUISTICS

Modern Language Association of America
62 Fifth Ave.
New York, N.Y. 10011

LIBRARY AND INFORMATION SCIENCES

American Society for Information Science
1140 Connecticut Ave., N W, Suite 804
Washington, D.C. 20036

READING AND COMMUNICATION SKILLS

National Council of Teachers of English
1111 Kenyon Road
Urbana, Ill. 61801

RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University
Box 3 AP
Las Cruces, N.M. 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

Ohio State University
400 Lincoln Tower
Columbus, Ohio 43210

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colo. 80302

TEACHER EDUCATION

American Association of Colleges for
Teacher Education
One Dupont Circle, N W, Suite 616
Washington, D.C. 20036

TESTS, MEASUREMENT, AND EVALUATION

Educational Testing Service
Princeton, N.J. 08540

VOCATIONAL AND TECHNICAL EDUCATION

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Columbus, Ohio 43210

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